SRA MATHEMATICS LEARNING SYSTEM TEXT

SRA
SCIENCE RESEARCH ASSOCIATES (CANADA) LIMITED

Toronto, Chicago, Palo Alto
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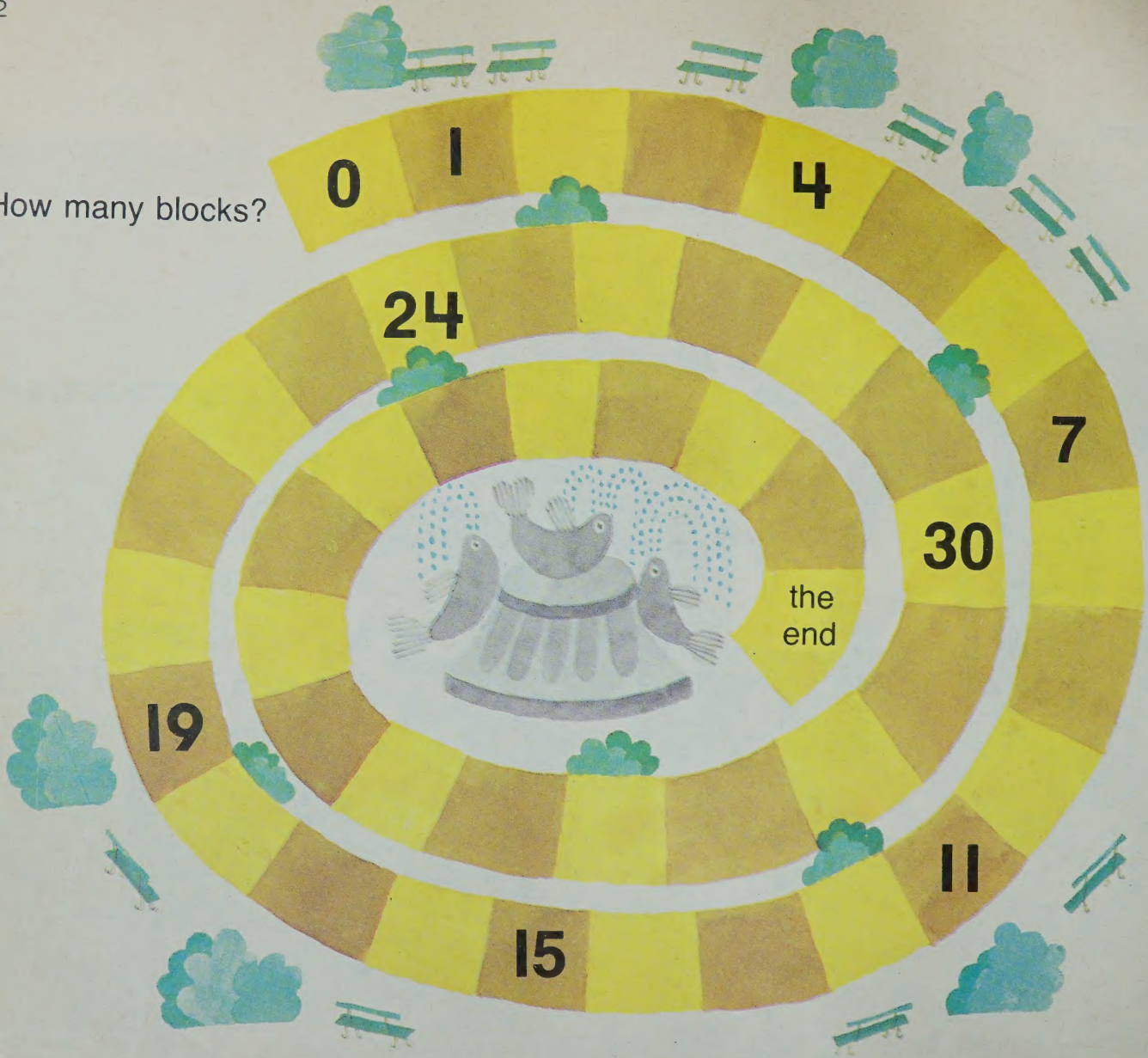
name _____

PURPOSE: Informal survey

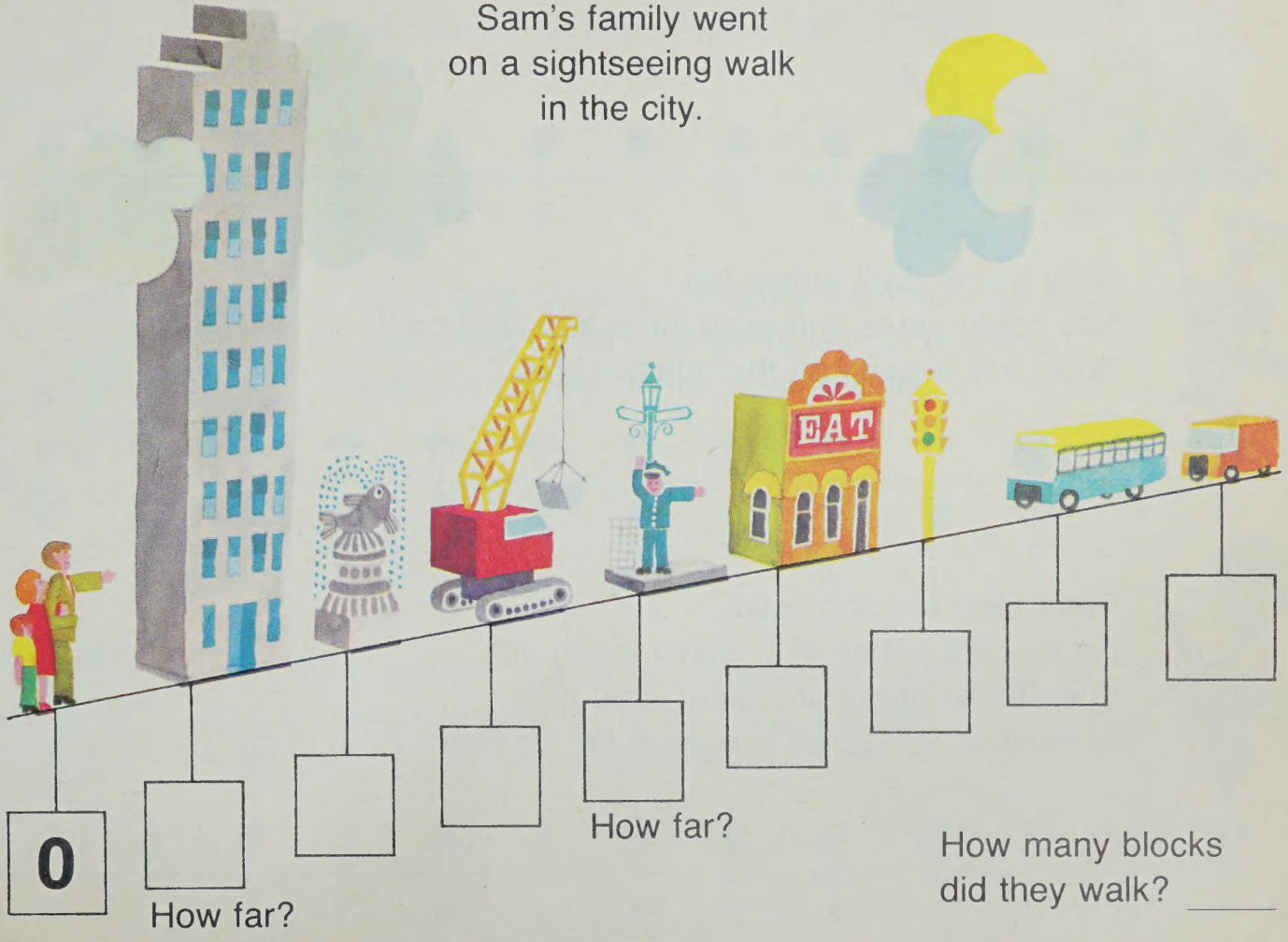
How many blocks?



PURPOSE: Counting and writing numerals.

name _____

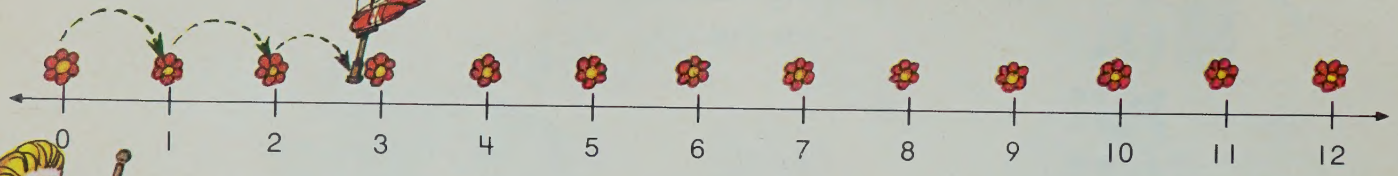
Sam's family went
on a sightseeing walk
in the city.



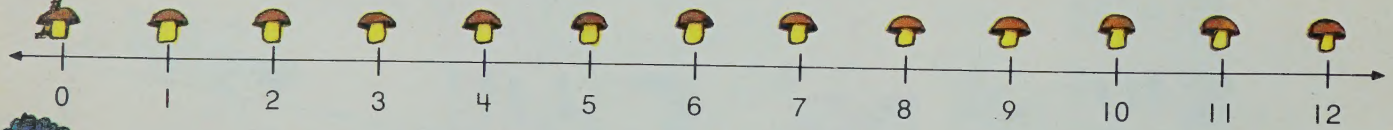
How many blocks
did they walk? _____

PURPOSE: Introduction to the number line.

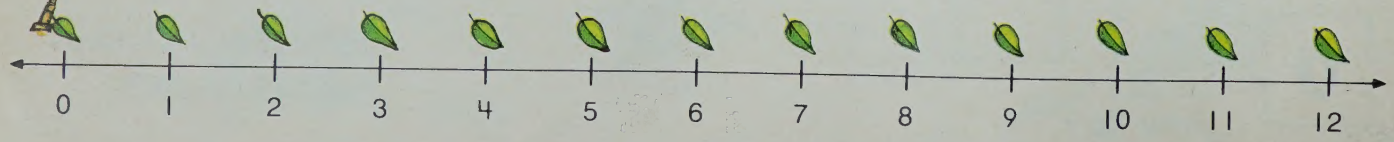
Polly loved her pogo stick.
She made 10 jumps of 1 without stopping.
Show her jumps on the number line.



Polly made giant jumps too.
She could make one giant jump and land on 4.
Show this 4-jump on the number line.



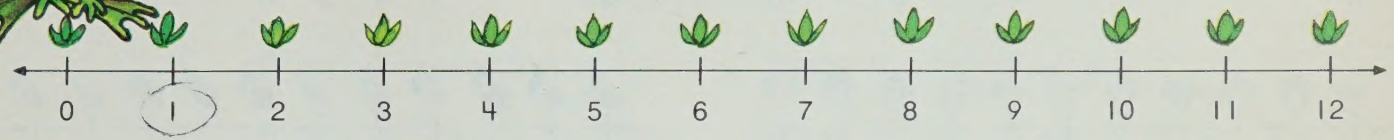
Peter tried the pogo stick.
He made 3 jumps of 1. Show the jumps.
Then Peter made one giant jump of 5.
Show it on the same line. How far did Peter jump in all? _____



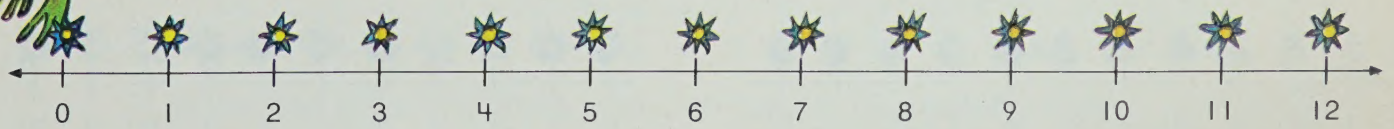
PURPOSE: Practice with the number line.

name _____

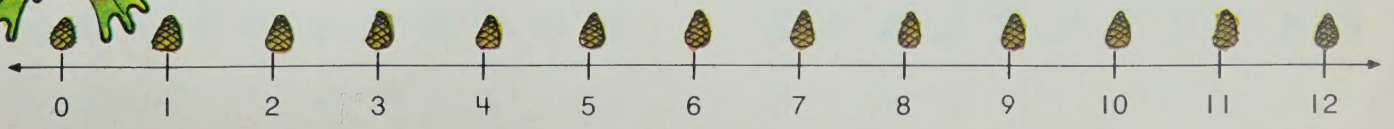
Most frogs hop short hops and long hops.
Fred's frog hopped the same distance every time.
Show 10 hops on the number line.



Frank's frog hopped the same distance with each hop too.
Frank's frog could land on 10 with only 1 hop.
Show the 10-hop on the number line.



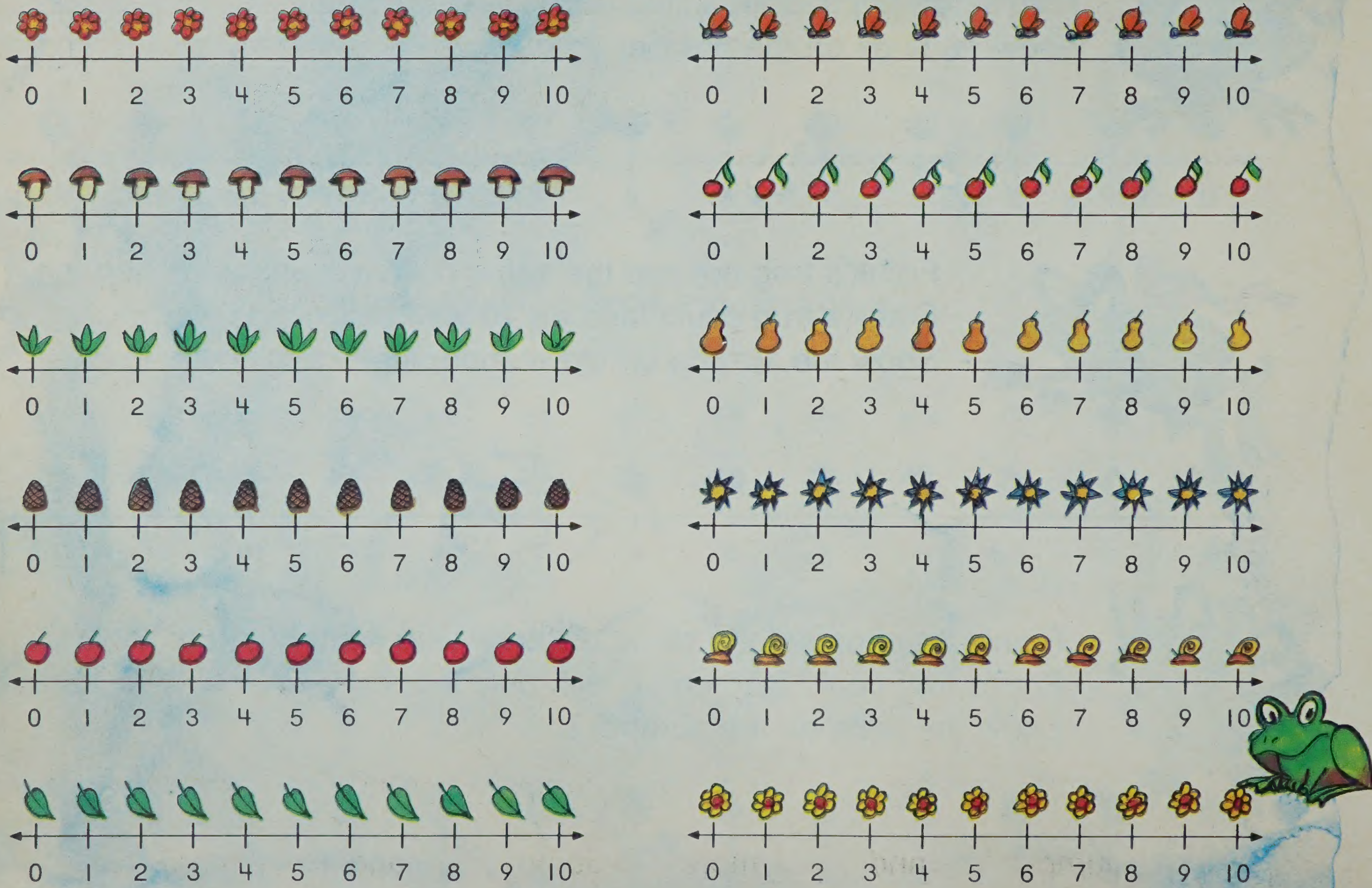
Fran's frog hopped the same distance with each hop too.
Fran's frog could land on 10 with only 2 hops.
Show the hops on the number line.



PURPOSE: Practice with the number line.

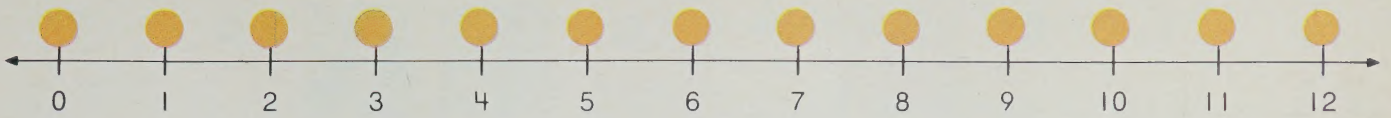
Foster's  jumped any old distance.

Show some of the ways Foster's  could jump.



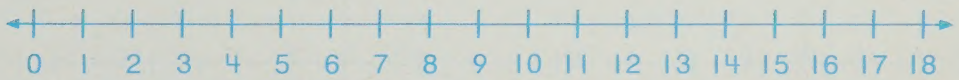
PURPOSE: Practice with the number line.

name _____



Which is more?

5 and 3	or	5 and 4	4 and 5	or	4 and 3
5 and 3	or	5 and 2	4 and 5	or	4 and 6
5 and 3	or	6 and 3	4 and 5	or	4 and 4
5 and 3	or	4 and 5	4 and 5	or	6 and 0

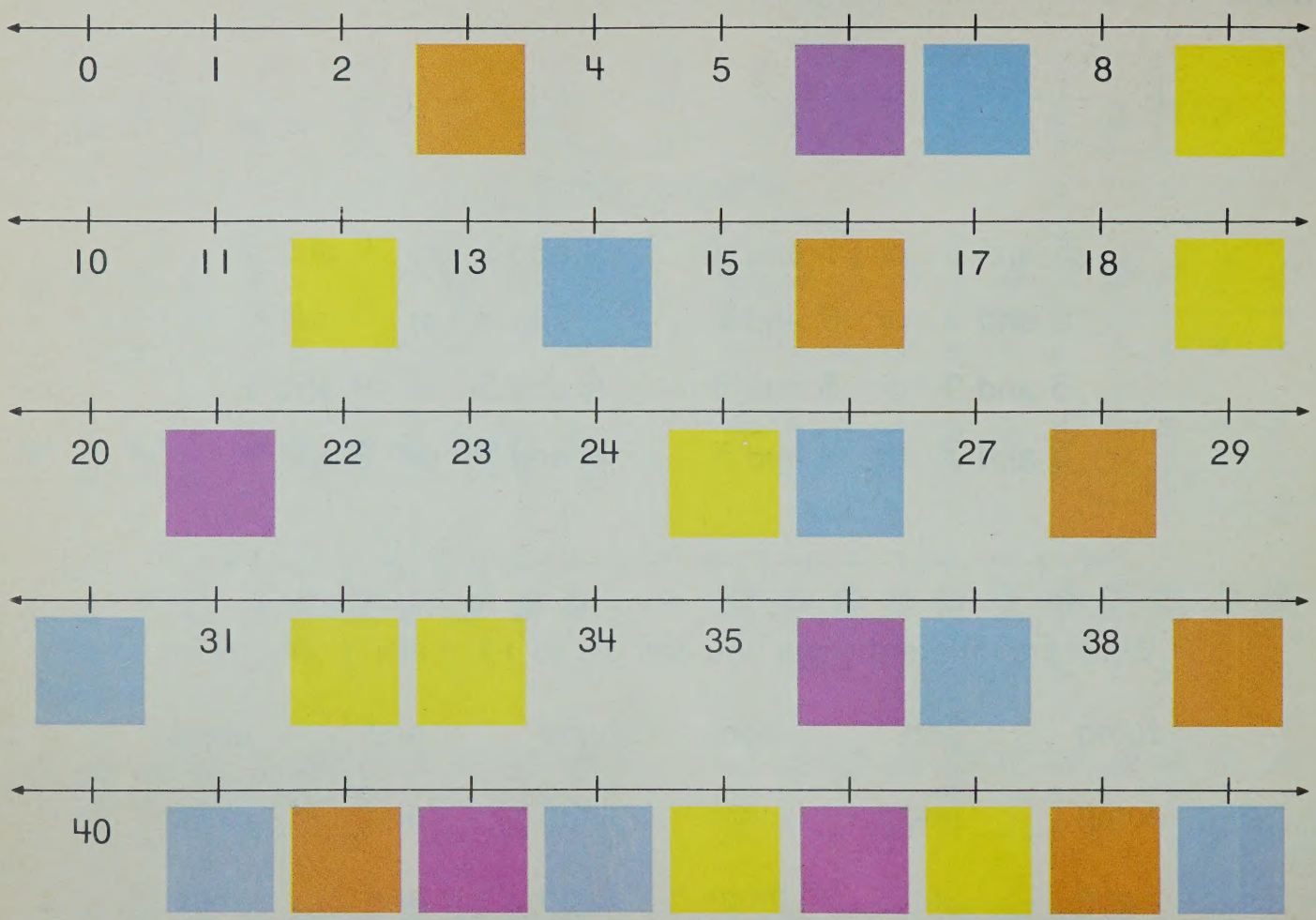


Write the different ways you can get to 13, making only 2 jumps.

Jump _____ and _____ more.	Jump _____ and _____ more.
Jump _____ and _____ more.	Jump _____ and _____ more.
Jump _____ and _____ more.	Jump _____ and _____ more.
Jump _____ and _____ more.	Jump _____ and _____ more.

PURPOSE: Practice with the number line.

Fill in the boxes.

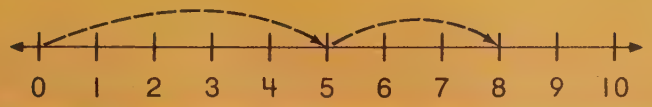


What number comes after 49? _____

PURPOSE: Filling in the numbers on a number line.

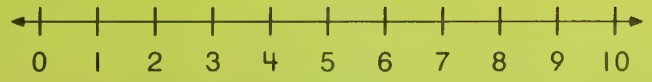
name _____

Show 5 and 3 more.

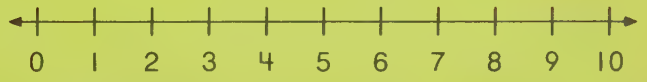


Show 3 and 5 more.

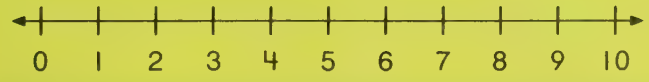
Show 2 and 7 more.



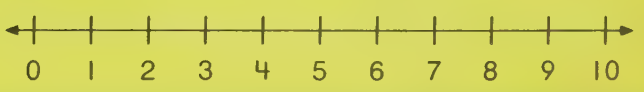
Show 7 and 2 more.



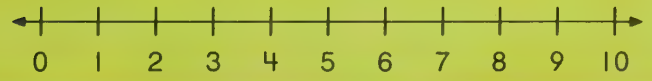
Show 9 and 1 more.



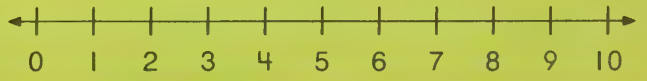
Show 1 and 9 more.



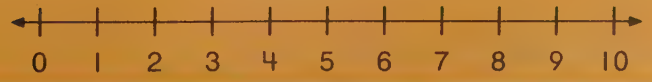
Show 6 + 3.



Show 3 + 6.



Show 4 + 5.

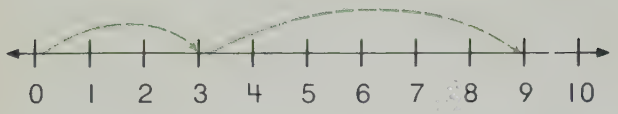


Show 5 + 4.

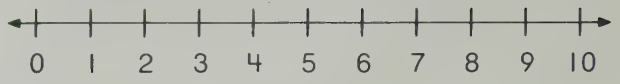
PURPOSE: Showing addition on the number line.

Show the addition.

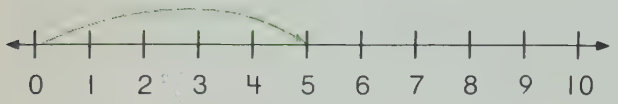
Show 3 and 6 more.



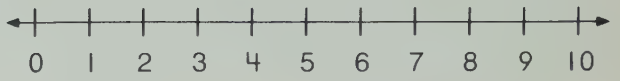
3 + 6 = _____



2 + 4 = _____

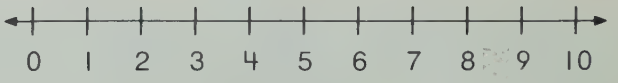


5 + 5 = _____

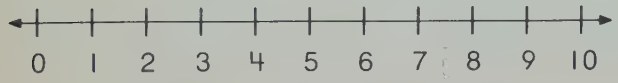


4 + 6 = _____

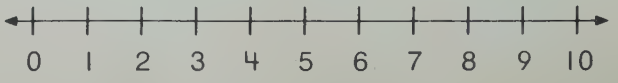
7 + 2 = _____



3 + 7 = _____



2 + 8 = _____



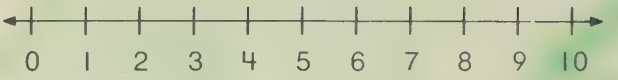
6 + 2 = _____

PURPOSE: Showing addition on the number line.

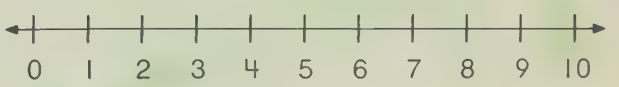
name _____

Use the number line to find the answers.

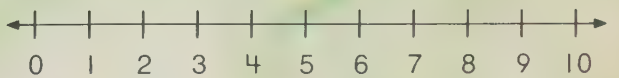
ran 3 blocks.
Then he ran 4 blocks more.
How far in all? _____



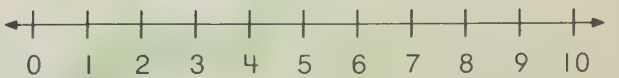
walked 4 blocks.
Then she walked 2 more.
How far in all? _____



rode 9 blocks.
Then he rode 1 more.
How far in all? _____



went 5 blocks.
Then she went 3 more.
How far in all? _____

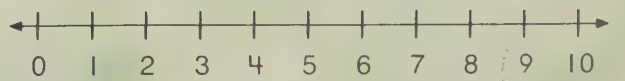


Your turn. You tell part of the story.

went _____ blocks.

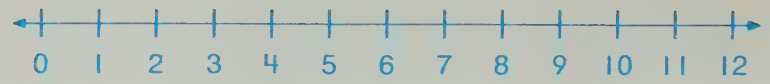
Then she went _____ more.

How far in all? _____

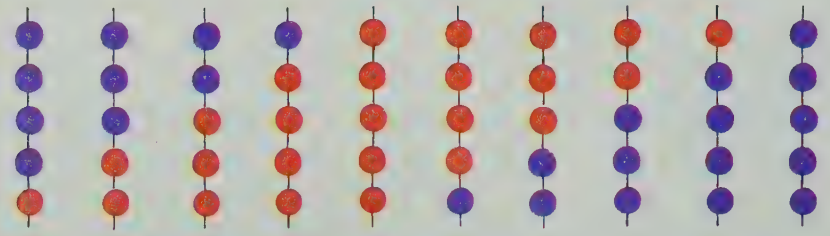


PURPOSE: Working with number lines in story situations.

Add



7 + 3 = ____	1 + 1 = ____	8 + 2 = ____	4 + 4 = ____
2 + 2 = ____	8 + 0 = ____	5 + 9 = ____	0 + 2 = ____
5 + 1 = ____	0 + 0 = ____	3 + 6 = ____	7 + 1 = ____
2 + 6 = ____	1 + 8 = ____	3 + 4 = ____	6 + 4 = ____
4 + 2 = ____	10 + 0 = ____	5 + 2 = ____	6 + 1 = ____



Write a sentence to describe each stack of beads.

_____

_____

PURPOSE: Addition practice.

name _____

ADD

9 + 1 = ____	2 + 7 = ____	8 + 1 = ____	2 + 5 = ____
5 + 5 = ____	3 + 3 = ____	1 + 5 = ____	0 + 8 = ____
6 + 4 = ____	8 + 2 = ____	9 + 2 = ____	2 + 4 = ____
3 + 7 = ____	4 + 0 = ____	3 + 1 = ____	2 + 1 = ____
4 + 3 = ____	6 + 3 = ____	6 + 2 = ____	1 + 0 = ____

Ring the pairs of numbers that added to 10.

Write other pairs of numbers that you can add to get 10.

 PURPOSE: Progress check—addition.

Complete the table.

+	0	1	2	3	4	5	6	7	8	9	10
0											
1											
2											
3											
4											
5											
6											
7											
8											
9											
10											

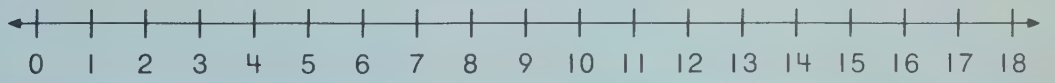
PURPOSE: Addition practice.

name _____

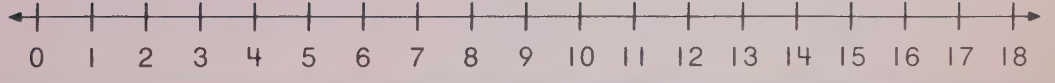
Show the addition on the number line. Complete the sentence.

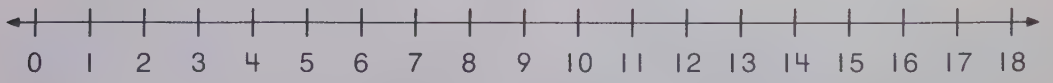
9 + 4 = ____

6 + 9 = ____



8 + 6 = ____





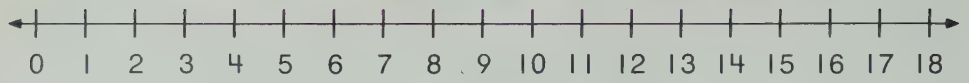
Are enough numbers marked on the last line to show...

9 + 7? ____ 10 + 8? ____ 10 + 7? ____

9 + 9? ____ 9 + 8? ____ 10 + 9? ____

 PURPOSE: Showing addition on the number line.

ADD



1 + 9 = _____	8 + 8 = _____	3 + 8 = _____	8 + 7 = _____
5 + 7 = _____	5 + 6 = _____	4 + 9 = _____	9 + 5 = _____
6 + 7 = _____	9 + 3 = _____	9 + 6 = _____	7 + 5 = _____
3 + 9 = _____	8 + 3 = _____	6 + 8 = _____	9 + 2 = _____
5 + 9 = _____	4 + 6 = _____	7 + 6 = _____	10 + 0 = _____

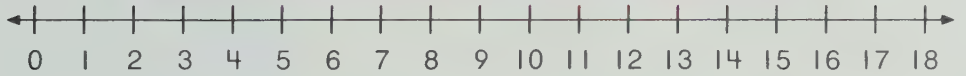
Write the pairs of numbers that you can add to get 12.

_____

_____

PURPOSE: Addition practice.

name _____



5 + 8 = ____	8 + 5 = ____	8 + 4 = ____	6 + 5 = ____
7 + 8 = ____	6 + 6 = ____	4 + 8 = ____	8 + 9 = ____
2 + 9 = ____	7 + 9 = ____	9 + 9 = ____	9 + 8 = ____
7 + 7 = ____	9 + 7 = ____	7 + 4 = ____	6 + 9 = ____

Write the pairs of numbers that you can add to get 13.

_____

_____

 PURPOSE: Addition practice.

Add

5 + 0 = ____	4 + 8 = ____	9 + 9 = ____
3 + 4 = ____	9 + 3 = ____	7 + 8 = ____
2 + 3 = ____	6 + 5 = ____	9 + 6 = ____
4 + 4 = ____	7 + 4 = ____	8 + 8 = ____
5 + 3 = ____	2 + 9 = ____	6 + 8 = ____
0 + 0 = ____	8 + 3 = ____	7 + 9 = ____
6 + 4 = ____	9 + 4 = ____	7 + 7 = ____
4 + 2 = ____	3 + 9 = ____	8 + 9 = ____
7 + 3 = ____	5 + 6 = ____	6 + 7 = ____

PURPOSE: Progress check – addition.

name _____

Sue had 2.
She found 7 more.
How many in all? _____

Ted ate 6.
He ate 7 more.
How many eaten? _____

Dee lost 3.
She lost 4 more.
How many were lost? _____

Jim caught 7.
He caught 3 more.
How many caught? _____

Jon bought 9.
He got 5 more.
How many in all? _____

I made 8.
I made 7 more.
How many made? _____

7 flew away.
5 more left.
How many went? _____

6 fell down.
8 more fell down.
How many down? _____

5 were in his right pocket.
8 were in his left pocket.
How many in the pockets? _____

9 broke.
6 more broke.
How many broke? _____

PURPOSE: Addition practice; solving word problems.

How are these two problems alike?

How are the two problems different?

$7 + 4 = \_\_\_\_$

$$\begin{array}{r} 7 \\ +\ 4 \\ \hline \end{array}$$

$\begin{array}{r} 7 \\ +\ 2 \\ \hline \end{array}$	$\begin{array}{r} 3 \\ +\ 2 \\ \hline \end{array}$	$\begin{array}{r} 8 \\ +\ 5 \\ \hline \end{array}$	$\begin{array}{r} 9 \\ +\ 5 \\ \hline \end{array}$	$\begin{array}{r} 1 \\ +\ 3 \\ \hline \end{array}$	$\begin{array}{r} 9 \\ +\ 4 \\ \hline \end{array}$	$\begin{array}{r} 6 \\ +\ 3 \\ \hline \end{array}$	$\begin{array}{r} 7 \\ +\ 5 \\ \hline \end{array}$
$\begin{array}{r} 6 \\ +\ 4 \\ \hline \end{array}$	$\begin{array}{r} 2 \\ +\ 9 \\ \hline \end{array}$	$\begin{array}{r} 3 \\ +\ 4 \\ \hline \end{array}$	$\begin{array}{r} 9 \\ +\ 0 \\ \hline \end{array}$	$\begin{array}{r} 5 \\ +\ 2 \\ \hline \end{array}$	$\begin{array}{r} 6 \\ +\ 5 \\ \hline \end{array}$	$\begin{array}{r} 8 \\ +\ 4 \\ \hline \end{array}$	$\begin{array}{r} 4 \\ +\ 5 \\ \hline \end{array}$

Go through the open doors. Follow 14 to the puppy.

$7 + 7$	$9 + 5$	$8 + 6$	$14 + 0$
$10 + 4$	$13 + 1$		$6 + 8$
$8 + 6$	$12 + 2$	$11 + 3$	$5 + 9$

PURPOSE: Addition practice.

name _____

ADD

9 + 6	5 + 4	3 + 3	6 + 8	2 + 4	2 + 8	3 + 5	8 + 6
2 + 6	3 + 6	6 + 7	5 + 9	4 + 5	8 + 9	2 + 7	9 + 7

Write names for 15.

14 + 1

13 + ___

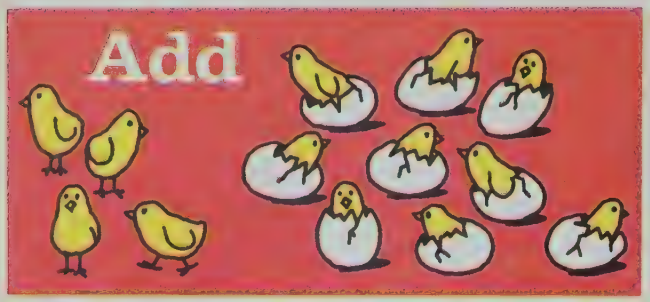
___ + ___

___ + ___

___ + ___

___ + ___

PURPOSE: Addition practice.



$$\begin{array}{r} 4 \\ +\ 9 \\ \hline \end{array}$$

$\begin{array}{r} 8 \\ +\ 8 \\ \hline \end{array}$	$\begin{array}{r} 9 \\ +\ 3 \\ \hline \end{array}$	$\begin{array}{r} 7 \\ +\ 8 \\ \hline \end{array}$	$\begin{array}{r} 9 \\ +\ 9 \\ \hline \end{array}$
$\begin{array}{r} 4 \\ +\ 7 \\ \hline \end{array}$	$\begin{array}{r} 8 \\ +\ 8 \\ \hline \end{array}$	$\begin{array}{r} 4 \\ +\ 8 \\ \hline \end{array}$	$\begin{array}{r} 8 \\ +\ 3 \\ \hline \end{array}$
$\begin{array}{r} 7 \\ +\ 5 \\ \hline \end{array}$	$\begin{array}{r} 9 \\ +\ 8 \\ \hline \end{array}$	$\begin{array}{r} 6 \\ +\ 6 \\ \hline \end{array}$	$\begin{array}{r} 5 \\ +\ 7 \\ \hline \end{array}$
$\begin{array}{r} 7 \\ +\ 6 \\ \hline \end{array}$	$\begin{array}{r} 5 \\ +\ 8 \\ \hline \end{array}$	$\begin{array}{r} 9 \\ +\ 7 \\ \hline \end{array}$	$\begin{array}{r} 8 \\ +\ 4 \\ \hline \end{array}$

PURPOSE: Addition practice.

Somebody said these problems are correct. Do you agree? Correct the ones you think are wrong.

$\begin{array}{r} 9 \\ +\ 7 \\ \hline 16 \end{array}$	$\begin{array}{r} 14 \\ +\ 2 \\ \hline 16 \end{array}$	$\begin{array}{r} 8 \\ +\ 7 \\ \hline 16 \end{array}$
$\begin{array}{r} 13 \\ +\ 3 \\ \hline 16 \end{array}$	$\begin{array}{r} 8 \\ +\ 8 \\ \hline 16 \end{array}$	$\begin{array}{r} 16 \\ +\ 0 \\ \hline 16 \end{array}$
$\begin{array}{r} 10 \\ +\ 6 \\ \hline 16 \end{array}$	$\begin{array}{r} 9 \\ +\ 8 \\ \hline 16 \end{array}$	$\begin{array}{r} 7 \\ +\ 9 \\ \hline 16 \end{array}$
$\begin{array}{r} 15 \\ +\ 1 \\ \hline 16 \end{array}$	$\begin{array}{r} 11 \\ +\ 5 \\ \hline 16 \end{array}$	$\begin{array}{r} 12 \\ +\ 4 \\ \hline 16 \end{array}$

name _____

Add

7 + 6	5 + 8	8 + 7	4 + 7	7 + 7	4 + 6	8 + 4
3 + 9	9 + 4	7 + 9	5 + 6	9 + 8	9 + 3	9 + 9	9 + 7

Complete each name for 17.

15 + ____ = ____	12 + ____ = ____	9 + ____ = ____
14 + ____ = ____	11 + ____ = ____	8 + ____ = ____
13 + ____ = ____	10 + ____ = ____	7 + ____ = ____

 PURPOSE: Progress check—addition.

Make an arrow point to the smaller number.

1 ← 2 20 — 10 1 — 0

10 — 9 6 — 5 10 — 0

When you add, is your answer smaller than the numbers you add?

1	8	9	10	1
+ 0	+ 5	+ 1	+ 10	+ 1

Is your answer *always* greater than the numbers you add?

2	2	0	1	4
+ 0	+ 1	+ 6	+ 8	+ 4

Use the numbers to fill in the blanks.

9	5	4
8	0	8
2	3	5

_____ + _____ = _____

_____ + _____ = _____

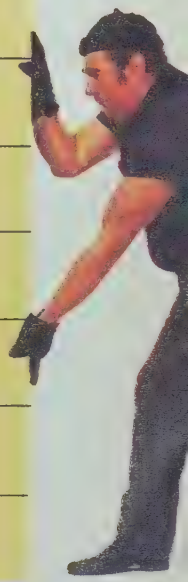
_____ + _____ = _____

PURPOSE: Review of number relations.

COMPLETE THE TABLE AND DELIVER TO

NAME: _____

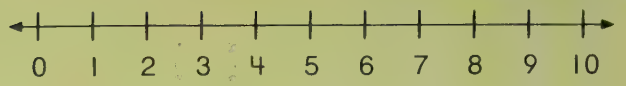
+	0	1	2	3	4	5	6	7	8	9	10
0											
1											
2											
3											
4											
5											
6											
7											
8											
9											
10											



Did you write the same number more than once? _____

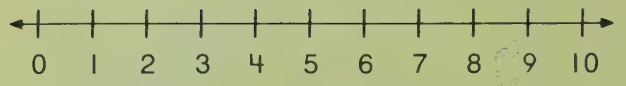
 PURPOSE: Addition practice.

Jan walked 3 blocks.
Then she walked 4 blocks more.
How far did she walk in all? _____



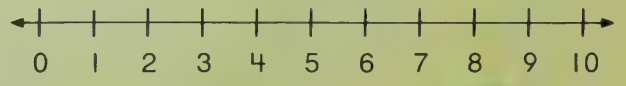
Did you add to find the answer? _____

Sam walked 3 blocks from home.
He walked 2 blocks back.
How far was he from home? _____



Did you add to find the answer? _____

Pam walked 6 blocks from home.
Show it on the number line.
She walked 4 blocks back.
Show it on the number line.
How far was she from home? _____

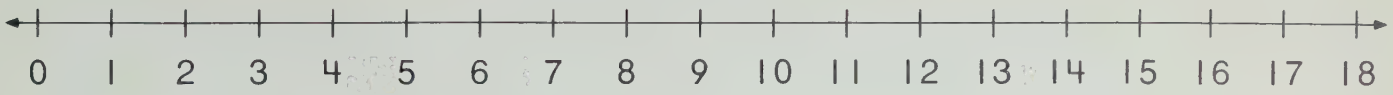


Could you add to find the answer? _____

Could you subtract to find the answer? _____

PURPOSE: Getting ready for subtraction.

name _____



Ring the pair that would take you closest to 0.

7 forward and 3 back OR 7 forward and 4 back	6 forward and 3 back OR 6 forward and 4 back	7 forward and 2 back OR 7 forward and 1 back
6 forward and 3 back OR 6 forward and 2 back	6 forward and 0 back OR 7 forward and 0 back	7 forward and 3 back OR 6 forward and 3 back

4 forward and 3 more forward
OR
4 forward and 3 back

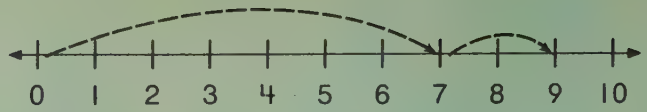
8 forward and 2 more forward
OR
8 forward and 2 back

7 forward and 3 more forward
OR
10 forward and 3 back

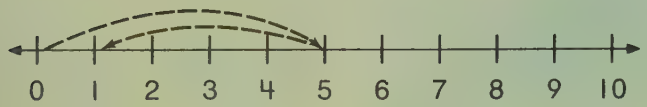
PURPOSE: Investigating subtraction.

Use the number lines to complete the sentences.

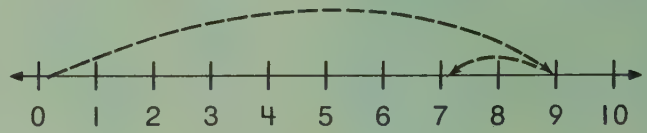
5 + 4 = ____



7 + 2 = ____

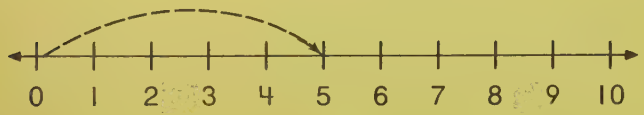


5 − 4 = ____

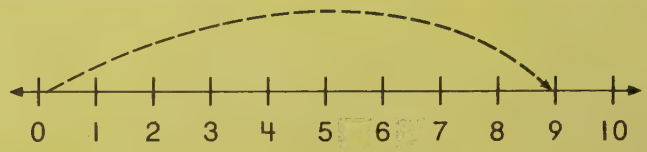


9 − 2 = ____

Show the second arrow. Then complete the sentence.



5 − 1 = ____



9 − 7 = ____

Show the subtraction on the number line.

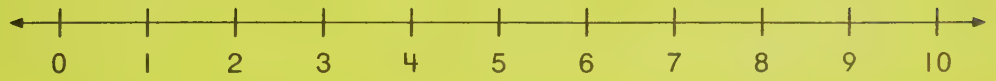
7 − 4 = 3

PURPOSE: Showing subtraction on the number line.

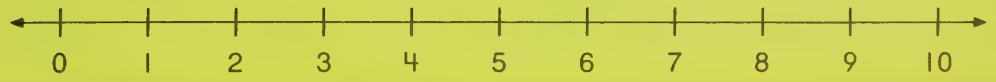
name _____

Show the subtraction on the number line. Complete the sentence.

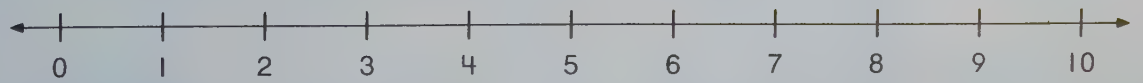
7 − 5 = ____



7 − 2 = ____



Use the number line to help you answer.



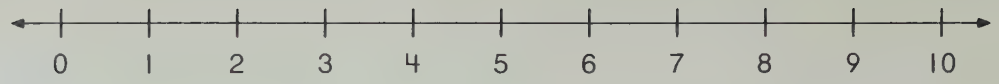
9 − 9 = ____ 9 − 6 = ____ 9 − 3 = ____

9 − 8 = ____ 9 − 5 = ____ 9 − 2 = ____

9 − 7 = ____ 9 − 4 = ____ 9 − 1 = ____

 PURPOSE: Showing subtraction on the number line.

subtract



7 − 3 = _____	5 − 0 = _____	9 − 5 = _____	5 − 3 = _____
9 − 6 = _____	6 − 4 = _____	8 − 3 = _____	6 − 1 = _____
4 − 4 = _____	8 − 7 = _____	8 − 4 = _____	8 − 6 = _____

How are these two problems alike?

How are the two problems different?

8 − 5 = _____

$$\begin{array}{r} 8 \\ -\,5 \\ \hline \end{array}$$

Bill bought 7.
He took back 2.
How many are left? _____

Mary had 8.
She gave her sister 3.
How many are left? _____

PURPOSE: Subtraction practice.

name _____

This is Maria's paper. Did she make any mistakes?
Find them and correct Maria's answer.

Maria

9 – 7 = 2	3 – 1 = 2	9 – 5 = 2
7 – 5 = 2	2 – 0 = 0	2 – 2 = 0
5 – 3 = 2	1 – 1 = 1	5 – 2 = 3
8 – 5 = 2	4 – 2 = 2	7 – 6 = 2
6 – 5 = 1	6 – 4 = 3	8 – 2 = 5
4 – 3 = 1	3 – 2 = 1	6 – 3 = 3

How many mistakes did Maria make? _____

Do you think she needs more practice? _____

Do you need more practice too? _____

PURPOSE: Subtraction practice.

Subtract

4	3	8	8	7	7	9	9
− 3	− 2	− 3	− 6	− 7	− 0	− 8	− 4
5	3	8	8	7	7	9	9
− 1	− 3	− 2	− 5	− 5	− 2	− 6	− 5

Herman had nine prizes to hide. Help write the story.

He put one in his shirt pocket. He had _____ left.

Then he put two in his pants pocket. He had _____ left.

Then he put three under the rug. He had _____ left.

Then he put two more in the _____ and he had _____ left.

Then he put another one on top of the _____. He had _____ left.

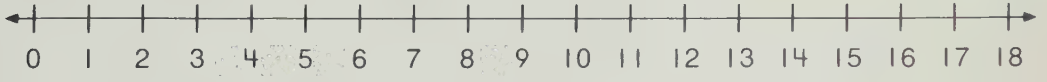
PURPOSE: Subtraction practice.

name _____

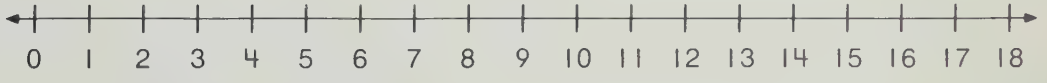
Show the subtraction on the number line. Complete the sentence.

13 − 9 = ____

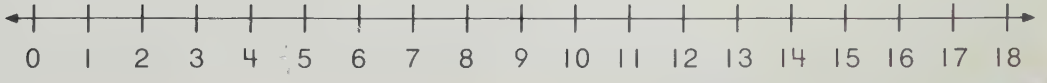
16 − 7 = ____



15 − 8 = ____



18 − 9 = ____

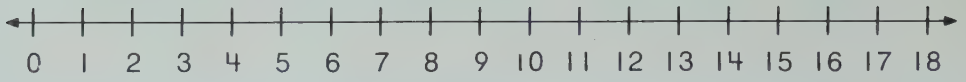


Bill and Sam were together.
Bill walked up 14 steps. He turned around and walked down 6 steps. Sam walked up 9 steps. He turned and went down 1 step.

Who was closer to the starting point? _____

PURPOSE: Showing subtraction on the number line.

Subtract



15 − 6 = ____	11 − 6 = ____	10 − 4 = ____	17 − 9 = ____
11 − 9 = ____	14 − 8 = ____	11 − 5 = ____	13 − 5 = ____
15 − 8 = ____	16 − 7 = ____	12 − 4 = ____	12 − 8 = ____
12 − 6 = ____	17 − 8 = ____	13 − 8 = ____	10 − 6 = ____

Write subtraction names for 6.

_____

_____

PURPOSE: Subtraction practice.

name _____

SUBTRACT

12 − 5	10 − 5	13 − 8	11 − 9	15 − 6	15 − 7
14 − 5	12 − 3	10 − 7	14 − 7	18 − 9	16 − 8
10 − 4	13 − 5	12 − 8	10 − 8	17 − 8	15 − 8
13 − 4	11 − 4	11 − 6	12 − 9	16 − 7	15 − 9
11 − 3	10 − 3	14 − 9	13 − 6	17 − 9	16 − 9

PURPOSE: Subtraction practice.

subtract

11 − 9	11 − 5	17 − 8	15 − 7	13 − 9	18 − 9
14 − 8	13 − 5	11 − 6	12 − 4	15 − 6	17 − 9
10 − 6	12 − 6	15 − 9	16 − 9	12 − 5	14 − 9

Write subtraction names for 7.

_____

_____

PURPOSE: Subtraction practice.

name _____

Maria did practice. Here is another paper she did.
Check her paper and correct her mistakes if she made any.

Maria

11 − 8 = 2	12 − 7 = 5	13 − 4 = 9	14 − 5 = 9	16 − 9 = 1	11 − 4 = 8	14 − 6 = 8
12 − 9 = 3	13 − 7 = 6	11 − 7 = 4	14 − 7 = 7	11 − 3 = 8	16 − 8 = 8	13 − 6 = 7
10 − 8 = 2	10 − 7 = 3	11 − 2 = 9	10 − 3 = 7	12 − 3 = 9	10 − 5 = 5	16 − 7 = 8

Write subtraction names for 8.

_____

_____

 PURPOSE: Subtraction practice.

Subtract

12 − 9	11 − 8	13 − 7	12 − 8	13 − 4	16 − 8	15 − 8
14 − 5	14 − 6	13 − 8	11 − 4	15 − 9	11 − 2	12 − 3
12 − 7	11 − 3	14 − 7	11 − 7	16 − 7	13 − 6	14 − 9

Write subtraction names for 9.

_____

_____

PURPOSE: Progress check – subtraction.

name _____

Jack had 9.
He lost 5.
Now how many? _____

Kay put 14 in a box.
She gave 9 away.
Now how many? _____

Jill bought 10.
She gave 3 away.
Now how many? _____

Pete got 16.
He sold 8.
Now how many? _____

15 were in the cage.
7 got away.
How many remain? _____

11 landed.
4 flew away.
How many remain? _____

17 came in.
9 left.
How many remain? _____

18 came out.
9 went back in.
How many stayed out? _____

He made 13.
8 broke.
How many are left? _____

She put 14 on the shelf.
6 fell off.
Now how many on the shelf? _____

PURPOSE: Subtraction practice; solving word problems.

Make an arrow point to the lesser number.

18 — 9	0 — 10	14 — 13
15 — 16	8 — 10	10 — 17

When you subtract, is your answer ever larger than the top number in your problem?

Is your answer *always* less than the top number in your problem?

8 − 8	17 − 8	18 − 7	9 − 0	1 − 1
7 − 0	9 − 9	10 − 0	4 − 1	18 − 0

Use the numbers to fill in the blanks.

8	15	7
0	9	9
14	9	5

_____ − _____ = _____

_____ − _____ = _____

_____ − _____ = _____

PURPOSE: Review of number relations.

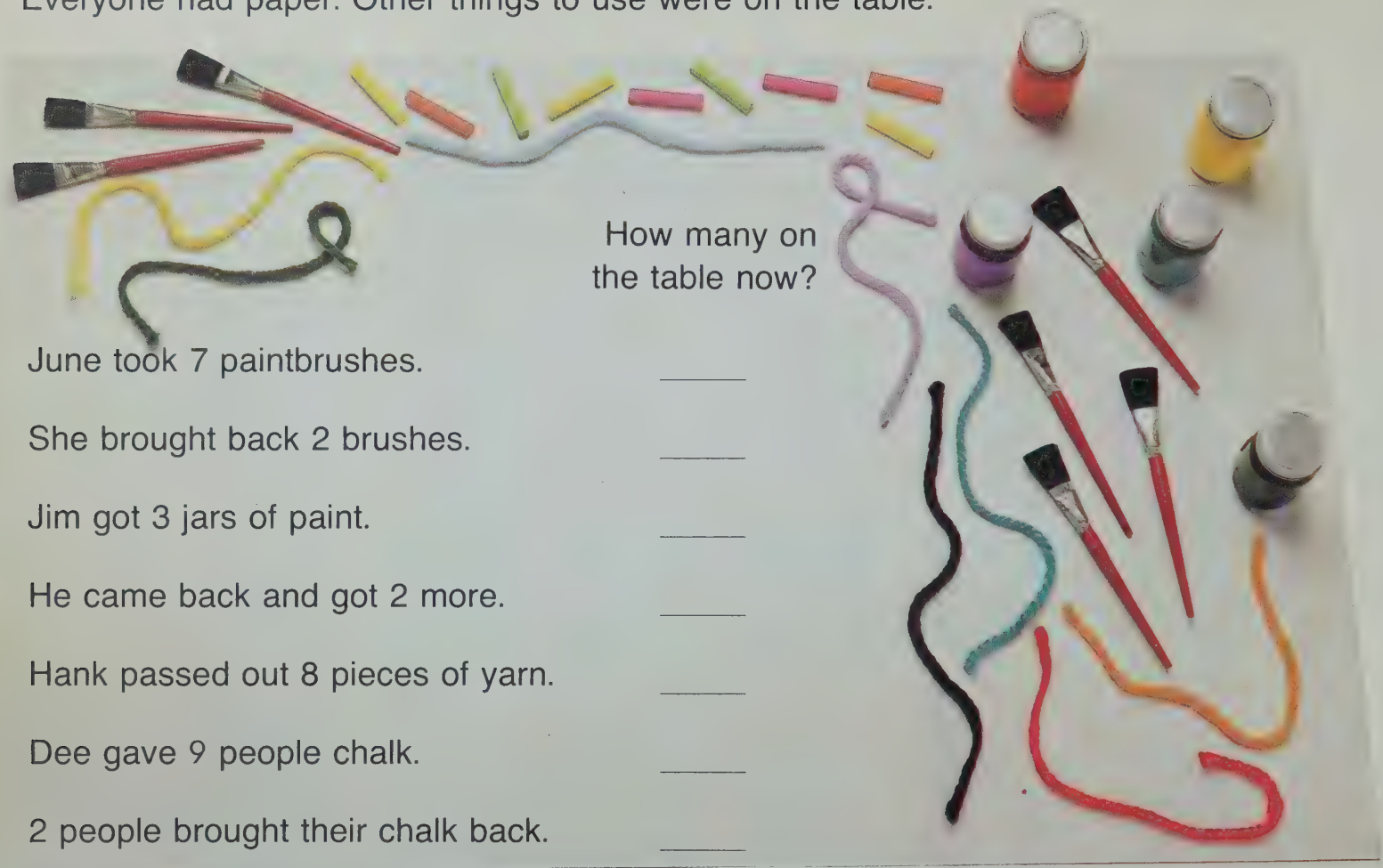
name _____

Look for patterns as you subtract.

10 − 9	11 − 9	12 − 9	13 − 9	14 − 9	15 − 9	16 − 9
10 − 0	11 − 0	12 − 0	13 − 0	14 − 0	15 − 0	16 − 0
10 −10	11 −11	12 −12	13 −13	14 −14	15 −15	16 −16
10 − 7	11 − 7	12 − 7	13 − 7	14 − 7	15 − 7	16 − 7

PURPOSE: Subtraction practice.

It was time for art. The class divided into groups.
Everyone had paper. Other things to use were on the table.



How many on the table now?

June took 7 paintbrushes. _____

She brought back 2 brushes. _____

Jim got 3 jars of paint. _____

He came back and got 2 more. _____

Hank passed out 8 pieces of yarn. _____

Dee gave 9 people chalk. _____

2 people brought their chalk back. _____

PURPOSE: Problem solving.

name _____

It was time for art to end. Everyone helped to clean up.

How many are on the table now?

5 brushes were returned. _____

5 jars of paint were brought back. _____

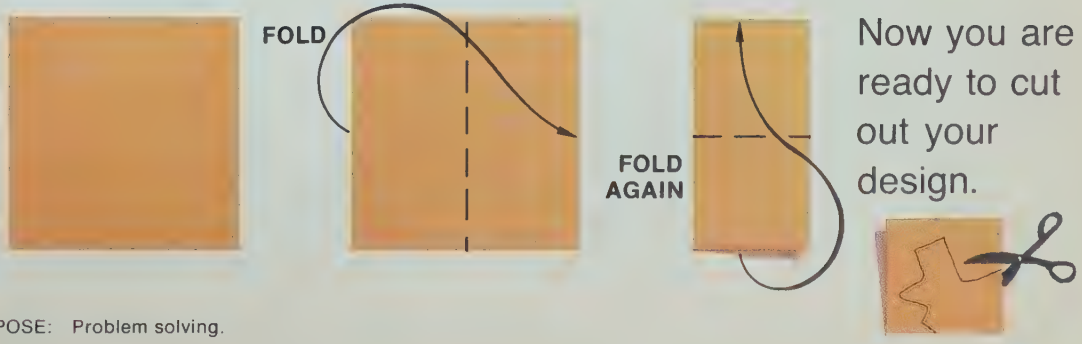
None of the yarn was returned. _____

6 pieces of chalk were returned. _____

Did anyone forget to return something? _____

What was missing? _____

Have you ever cut designs from folded paper?
Try it. It's fun!



Now you are ready to cut out your design.

PURPOSE: Problem solving.

Try this. Subtract each number on the side from each number across the top. You will find patterns here too.

—	9	10	11	12	13	14	15	16	17	18	
0	9										
1	8										
2											
3											
4		6									
5											
6											
7											
8											
9											

PURPOSE: Subtraction practice.

name _____

You use addition and subtraction all the time. You go to the store.

You have 

How much money do you have? _____

You want  It costs 10¢. Do you have enough money? _____

You buy the  How much money do you have left? _____

You have 

How much money do you have? _____

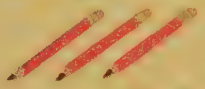
You want 

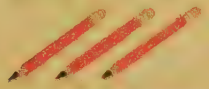
It costs 8¢. Do you have enough money? _____

How much more do you need? _____

You have 

How much money do you have? _____

You want  They cost 5¢. Do you have enough money? _____

You buy the  How much money do you have left? _____

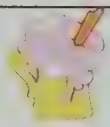
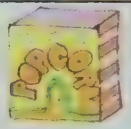
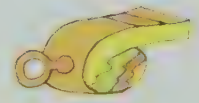
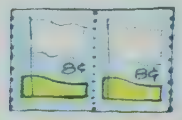
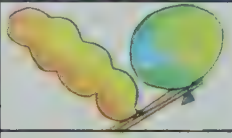
You have 

How much money do you have? _____

You want  It cost 9¢. Do you have enough money? _____

You buy the  How much money do you have left? _____

PURPOSE: Application of addition and subtraction.

	He wants	Does he have enough ¢?		Now how many ¢?
 has 18¢	 10¢	yes	no	_____ ¢
 has 15¢	 25¢	yes	no	_____ ¢
 has 11¢	 8¢	yes	no	_____ ¢
 has 17¢	 9¢	yes	no	_____ ¢
 has 10¢	 15¢	yes	no	_____ ¢
 has 14¢	 8¢ 8¢	yes	no	_____ ¢
 has 16¢	 10¢	yes	no	_____ ¢
 has 5¢	 5¢	yes	no	_____ ¢

Put an ✕ next to the one who spent the most money.

PURPOSE: Application of addition and subtraction.

name _____

	She spent	How much money left?	She earned	How much money now?
 had 15¢	7¢	_____ ¢	7¢	_____ ¢
 had 10¢	10¢	_____ ¢	10¢	_____ ¢
 had 18¢	9¢	_____ ¢	9¢	_____ ¢
 had 14¢	8¢	_____ ¢	8¢	_____ ¢

Now do these.

 had 16¢	7¢	_____ ¢	5¢	_____ ¢
 had 17¢	17¢	_____ ¢	0¢	_____ ¢

Put a ✓ by the girl who spent the most.
Put a ✕ by the girl who earned the most.
Ring the girl who has the most money now.

PURPOSE: Application of addition and subtraction.

You have	You earn	How much now?	You spent	How much left?
6¢	7¢	____¢	8¢	____¢
8¢	6¢	____¢	7¢	____¢
9¢	4¢	____¢	1¢	____¢
5¢	10¢	____¢	6¢	____¢
4¢	8¢	____¢	9¢	____¢
0¢	17¢	____¢	8¢	____¢
7¢	6¢	____¢	9¢	____¢
1¢	15¢	____¢	8¢	____¢
10¢	8¢	____¢	5¢	____¢

PURPOSE: Application of addition and subtraction.

name _____

Pick any three columns and compute.

4 + 2 = ☐	1 + 7 = ☐	3 + 1 = ☐	0 + 8 = ☐
4 − 2 = ☐	7 − 1 = ☐	3 − 1 = ☐	8 − 0 = ☐
3 + 8 = ☐	5 + 4 = ☐	6 + 9 = ☐	8 + 2 = ☐
8 − 3 = ☐	5 − 4 = ☐	9 − 6 = ☐	8 − 2 = ☐
3 + 5 = ☐	9 + 5 = ☐	4 + 6 = ☐	6 + 6 = ☐
5 − 3 = ☐	9 − 5 = ☐	6 − 4 = ☐	6 − 6 = ☐
7 + 5 = ☐	3 + 7 = ☐	5 + 0 = ☐	4 + 9 = ☐
7 − 5 = ☐	7 − 3 = ☐	5 − 0 = ☐	9 − 4 = ☐

PURPOSE: Checkout—addition and subtraction.

Pick any two columns and compute.

$6 + 4 =$ ____	$9 + 4 =$ ____	$8 + 4 =$ ____	$4 + 7 =$ ____
$16 - 7 =$ ____	$14 - 9 =$ ____	$11 - 4 =$ ____	$10 - 3 =$ ____
$5 + 8 =$ ____	$8 + 8 =$ ____	$8 + 6 =$ ____	$7 + 8 =$ ____
$17 - 8 =$ ____	$18 - 9 =$ ____	$13 - 8 =$ ____	$11 - 8 =$ ____
$9 + 0 =$ ____	$8 + 9 =$ ____	$9 + 9 =$ ____	$5 + 9 =$ ____
$13 - 9 =$ ____	$13 - 6 =$ ____	$10 - 4 =$ ____	$9 - 9 =$ ____
$5 + 7 =$ ____	$7 + 9 =$ ____	$7 + 3 =$ ____	$7 + 7 =$ ____
$14 - 6 =$ ____	$15 - 8 =$ ____	$15 - 9 =$ ____	$12 - 9 =$ ____
$9 + 6 =$ ____	$6 + 7 =$ ____	$5 + 6 =$ ____	$0 + 0 =$ ____

PURPOSE: Checkout—addition and subtraction.

name _____

Write each set of numbers in order from least to greatest.

6	18	7	0	3	10
17	2	7	12	4	14
11	13	15	9	17	1

Make an arrowhead point to the number that is less.

19 → 18 1 — 0 15 — 16

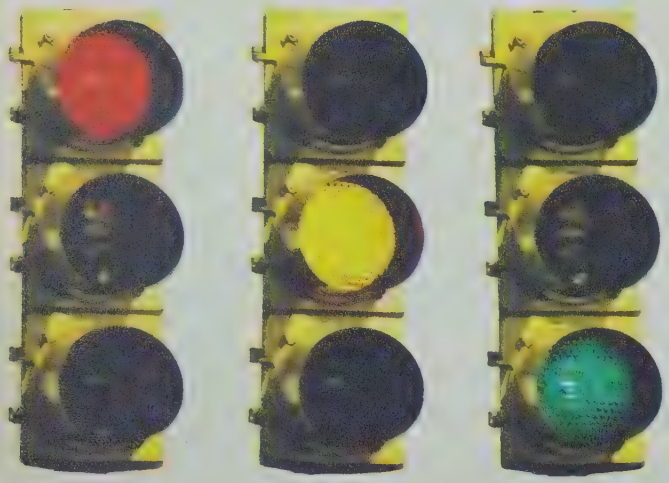
16 — 15 18 — 19 0 — 1

PURPOSE: Reviewing order of numbers.

Use just the head of the arrow: $<$ or $>$.
Make the arrowhead point to the number that is less.

10	14	1	9	8	11	8	6	10	7	10	0
6	8	0	15	17	18	15	5	7	5	11	10

Our world is full of symbols.



STOP CAUTION GO

Mathematics has symbols too.

$$3 = 3$$

$$1 + 2 = 3$$

$$3 - 2 = 1$$

The heads of the arrow make math symbols too. $<$ $>$
What could they mean?

PURPOSE: Introduction to relation symbols.

name _____

The arrowhead always points to the number that is less.

But we need words to tell about the symbol.

$5 < 6$	$6 > 5$
3 is less than 4 $3 < 4$ The symbol $<$ can be used for the words "is less than."	4 is greater than 3 $4 > 3$ The symbol $>$ can be used for the words "is greater than."

Write the word in the blank. Write the symbol in the ●

4 is less than 8 4 < 8	10 is greater than 1 10 > 1
12 is _____ than 11 12 ● 11	10 is _____ than 4 10 ● 4

PURPOSE: Practice in using the symbols > and <.

9 is greater than 4

$9 > 4$

4 is less than 9

$4 < 9$

Write $>$ or $<$ in each ring.

14 ◯ 10	13 ◯ 14	7 ◯ 5	17 ◯ 7
2 ◯ 3	17 ◯ 14	19 ◯ 20	9 ◯ 11
5 ◯ 8	10 ◯ 20	17 ◯ 13	15 ◯ 16
14 ◯ 11	9 ◯ 8	13 ◯ 17	16 ◯ 13

PURPOSE: Practice in using the symbols $>$ and $<$.

name _____

Write > or <
in each ring.

11 ◯ 12

12 ◯ 11

9 ◯ 10

10 ◯ 12

14 ◯ 16

18 ◯ 17

1 ◯ 2

1 ◯ 0

6 + 5 ◯ 12

14 ◯ 9 + 4

7 + 5 ◯ 13

8 + 2 ◯ 9

13 ◯ 8 + 6

9 + 6 ◯ 16

13 ◯ 6 + 8

18 ◯ 8 + 9

4 + 9 ◯ 14

16 ◯ 9 + 8

6 + 4 ◯ 11

14 ◯ 13

5 + 7 ◯ 14

8 + 3 ◯ 12

15 ◯ 17

7 + 4 ◯ 12

PURPOSE: Practice in using the symbols > and <.

Complete the English and the mathematical sentences.

Jim has 18 marbles.

Sally has 17 marbles.

Bill has 20 marbles.

Sue has 19 marbles.

Bill thinks: I have 20 marbles.	I have _____	than Sally.	20 ◯ 17
	I have _____	than Sue.	20 ◯ 19
	I have _____	than Jim.	20 ◯ 18
Sally thinks: I have 17 marbles.	I have _____	than Bill.	17 ◯ 20
	I have _____	than Sue.	17 ◯ 19
	I have _____	than Jim.	17 ◯ 18
Jim thinks: I have 18 marbles.	I have _____	than Bill.	18 ◯ 20
	I have _____	than Sally.	18 ◯ 17
	I have _____	than Sue.	18 ◯ 19

Who has the most marbles? _____

PURPOSE: Applying the concepts "greater than" and "less than" in problem solving.

name _____

What number is missing? Complete.

Don has 4 model cars.
He wants to have 7.
How many more needed? $4 + \bigcirc = 7$

5 cookies in a box.
8 people want one.
How many more needed? $5 + \bigcirc = 8$

The class has 1 chicken.
They want to have 6.
How many more needed? $1 + \bigcirc = 6$

Sally picked 4 flowers.
She wants to have 9.
How many more needed? $4 + \bigcirc = 9$

PURPOSE: Extending addition.

What number is missing? Complete.

8 red stars.
15 papers get stars.
How many more needed? $8 + \square = 15$

4 marbles.
13 players need one.
How many more needed? $4 + \square = 13$

7 pieces of candy.
12 people want one.
How many more needed? $7 + \square = 12$

Make up a story of your own for this picture. $9 + \square = 11$

PURPOSE: Extending addition.

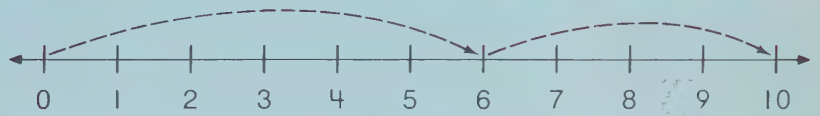
name _____

Fill in the blanks.

3 chairs.
8 people want to sit.
How many more chairs needed?

3 + ____ = 8

6 tickets.
10 people want to go.
How many more tickets needed?

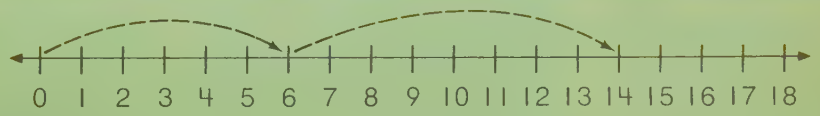


6 + ____ = 10

9 hotdogs.
13 people want one.
How many more hotdogs needed?

9 + ____ = 13

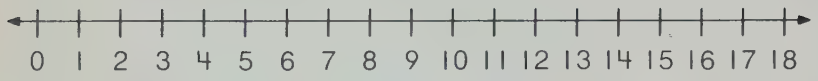
6 books.
14 people want to read.
How many more books needed?



6 + ____ = 14

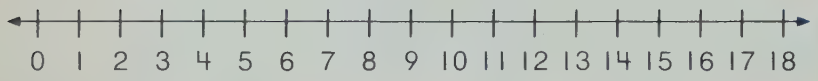
PURPOSE: Extending addition.

Show the addition on the number line.
Complete the sentence.



I have 8. I want 17.
How many more do I need?

$8 + \square = 17$



I have 6. I want 13.
How many more do I need?

$6 + \square = 13$

You have 5.
How many more to have 10? ◯

She has 9.
How many more to have 15? ◯

He has 7.
How many more to have 16? ◯

We have 4.
How many more to have 12? ◯

PURPOSE: Extending addition.

name _____

COMPLETE

7 + ☐ = 8	6 + ☐ = 9	1 + ☐ = 7
8 + ☐ = 8	3 + ☐ = 6	2 + ☐ = 7
4 + ☐ = 5	4 + ☐ = 8	3 + ☐ = 7
6 + ☐ = 8	3 + ☐ = 5	4 + ☐ = 7
7 + ☐ = 9	4 + ☐ = 9	5 + ☐ = 14
2 + ☐ = 6	9 + ☐ = 9	5 + ☐ = 13
5 + ☐ = 8	4 + ☐ = 10	5 + ☐ = 12
3 + ☐ = 8	3 + ☐ = 9	5 + ☐ = 11
		5 + ☐ = 10

PURPOSE: Addition practice.

Complete.

4 + ____ = 12	9 + ____ = 12	5 + ____ = 10	8 + ____ = 17
8 + ____ = 11	6 + ____ = 13	7 + ____ = 15	9 + ____ = 18
7 + ____ = 13	8 + ____ = 15	6 + ____ = 15	4 + ____ = 11
3 + ____ = 12	5 + ____ = 14	2 + ____ = 11	9 + ____ = 14

Everyone needed 16.

Bill had 7.
Sue had 9.
Dick had 4.

Kim had 8.
Dee had 5.
Jane had 6.

Who had to find the most? _____

Who had to find the least? _____

PURPOSE: Addition practice.

name _____

Jan had 9 stamps.
She had 17 letters.
How many more stamps needed?

Karen made 9 belts.
She needs to make 18.
How many more to make?

Bill walked 9 blocks.
He had to go 13 blocks.
How many more blocks to go?

Jim sold 7 tickets.
He wants to sell 10.
How many more to sell?

You complete the problem and find the answer.

_____ fried 8 _____.

12 _____ wanted one.

How many more _____ to be fried? _____

_____ needed 12 _____.

There were only 9.

How many more _____ needed? _____

There were 8 _____ on the _____.

15 _____ had to have one.

How many more _____ to be found? _____

PURPOSE: Practice with word problems.

Here is
He made some mistakes.
Find the mistakes.
Make them right.

$0 < 10$

$5 + 4 > 10$

$20 > 21$

$14 > 7 + 8$

$31 < 13$

$14 = 7 + 7$

Here is
another paper to check.
Find the mistakes.
Make them right.

$12 < 11$

$7 + 8 > 15$

$9 > 12$

$8 + 9 < 16$

$6 + 9 > 16$

$13 = 8 + 5$

Now it is your turn.
You won't make
any mistakes.

$5 + 9 \bigcirc 14$

$16 \bigcirc 7 + 6$

$9 \bigcirc 3 + 6$

$3 + 4 \bigcirc 8$

$7 + 5 \bigcirc 12$

$11 \bigcirc 6 + 6$

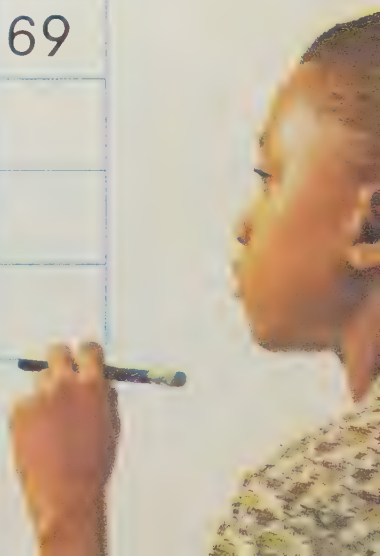
PURPOSE: Checkout—relation symbols.

name _____

Complete the table.

0	1	2		4			7	8	
10	11		13	14	15		17	18	19
	21	22				26	27		
30			33						
40	41	42		44			47		
		52							
	61								69
70	71				75				
80		82						88	
			93						
100									

Color the column on the left yellow. Look at the numerals in this column. Do you see a pattern?



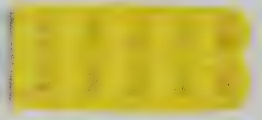
PURPOSE: Counting to 99—readiness for place value.

Can you fit them in a ten-tray if you have —

6 and 5 more?
Do any not fit?

____ ten ____ ones

8 and 4 more?
Do any not fit?



____ ten ____ ones

7 and 6 more?
Do any not fit?

____ ten ____ ones

3 and 8 more?
Do any not fit?

____ ten ____ ones

4 and 7 more?
Do any not fit?

____ ten ____ ones

9 and 8 more?
Do any not fit?

____ ten ____ ones

5 and 8 more?
Do any not fit?

____ ten ____ ones

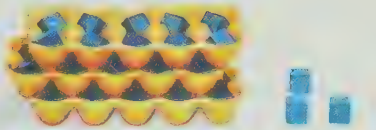
6 and 9 more?
Do any not fit?

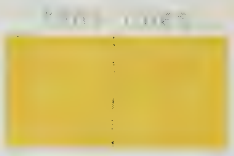
____ ten ____ ones

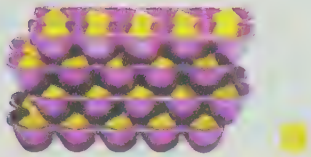
PURPOSE: Readiness for place value.

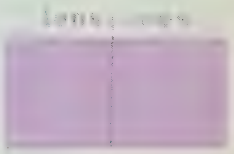
name _____

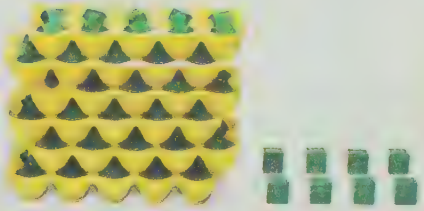
How many tens? How many ones?

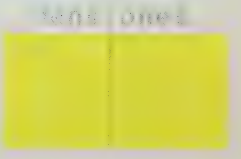


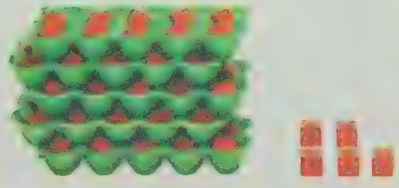


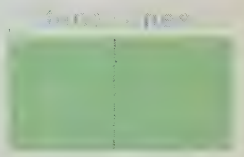




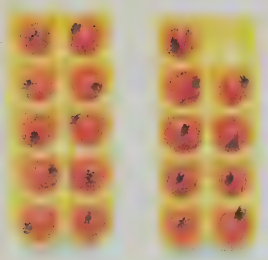








PURPOSE: Showing tens and ones.



There were _____.
You added one more.

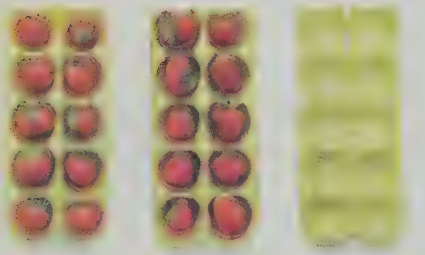
Now there are _____.

How many?

tens	ones

Add one more.

tens	ones



There were _____.
You added one more.

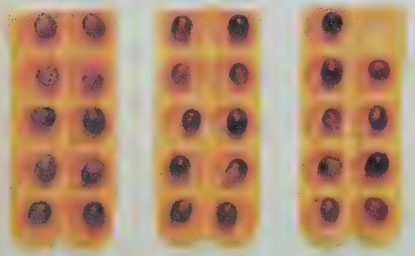
Now there are _____.

How many?

tens	ones

Add one more.

tens	ones



There were _____.
You added one more.

Now there are _____.

How many?

tens	ones

Add one more.

tens	ones

There were _____.
You added two more.

Now there are _____.

How many?

tens	ones

Add two more.

tens	ones

PURPOSE: Showing tens and ones.

name _____

Write one, two, and three more.

	one more	two more	three more
tens ones 1 8	tens ones	tens ones	tens ones
tens ones 4 9	tens ones	tens ones	tens ones
tens ones 5 8	tens ones	tens ones	tens ones
tens ones 2 9	tens ones	tens ones	tens ones
tens ones 7 9	tens ones	tens ones	tens ones

PURPOSE: Practice with place value.

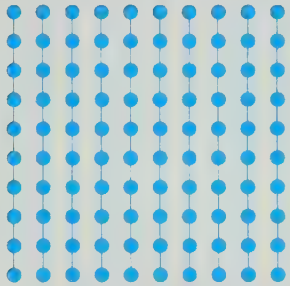
	ten more
3 4	
7 1	
5 0	
6 9	
2 4	
4 8	

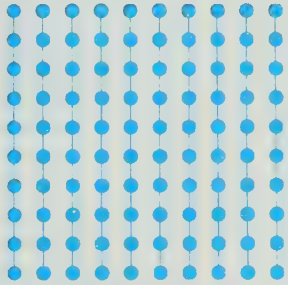
	ten more
6 7	
7 5	
1 8	
5 9	
8 1	
tens | ones 6 0	

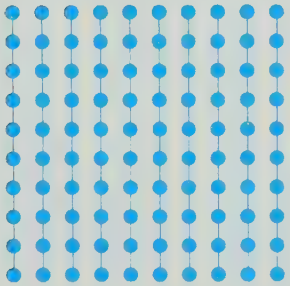
PURPOSE: Practice with place value.

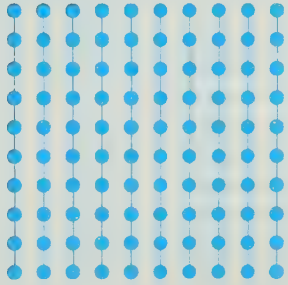
name _____

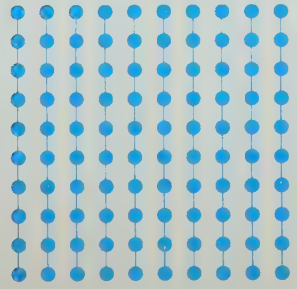
Draw a ring around the number of dots shown.
How many are not in the ring?

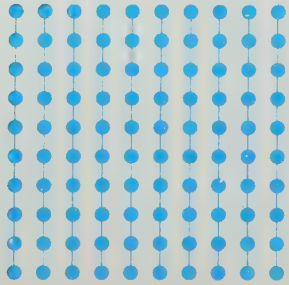
23  ____

67  ____

54  ____

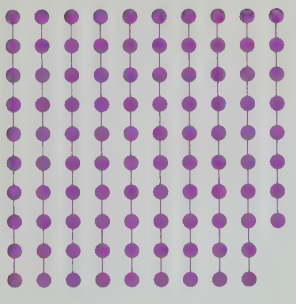
89  ____

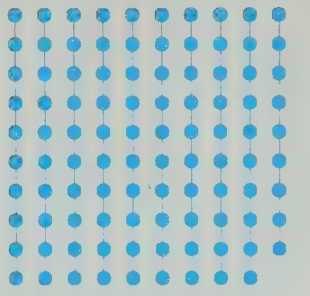
32  ____

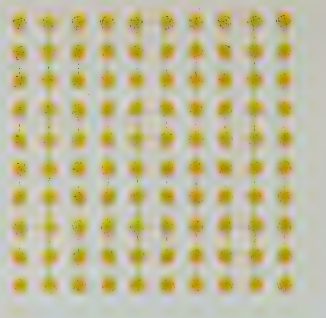
16  ____

PURPOSE: Practice with place value.

Write how many.







9 tens 8 ones

98

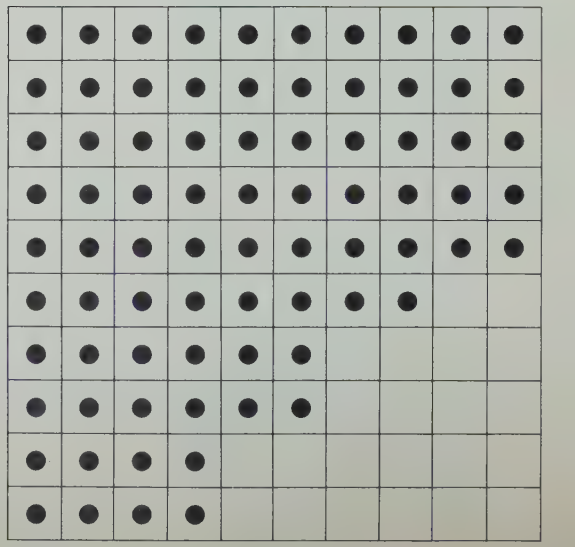
____ tens ____ ones

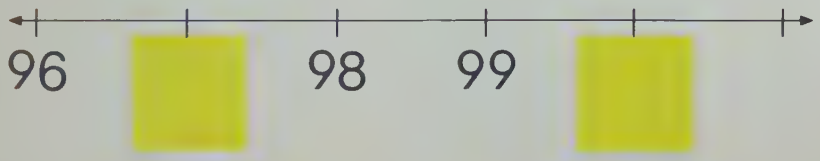
____ tens ____ ones

100

Complete the array.

How many? _____





PURPOSE: Introduction to 100.

name _____

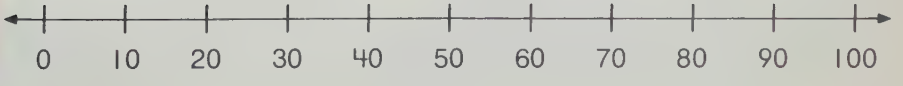
Show the addition on the number line.
Complete the sentence.

30 + 20 =

40 + 50 =

20 + 60 =

60 + 40 =



PURPOSE: Introduction to addition of multiples of ten.

Fill in the missing numbers.

tens	ones
4	0

Add 1 ten

tens	ones
4	0
+ 1	0

Add 2 tens

tens	ones
4	0
+ 2	0

Add 3 tens

tens	ones
4	0
+ 3	0

tens	ones
5	0

Add 1 ten

tens	ones
5	0
+ 1	0

Add 3 tens

tens	ones
5	0
+ 3	0

Add 5 tens

tens	ones
5	0
+ 5	0

PURPOSE: Practice in adding multiples of ten.

name _____

add

50 + 10 =	50 + 20 =	50 + 30 =	50 + 40 =	50 + 50 =
	60 + 10 =	60 + 20 =	60 + 30 =	60 + 40 =
		70 + 10 =	70 + 20 =	70 + 30 =
			80 + 10 =	80 + 20 =
				90 + 10 =

PURPOSE: Progress check—adding multiples of ten.

Does the sum equal 100?
Then draw a line.

90 + 10

50 + 50

30 + 70

80 + 20

100 + 0

10 + 80

40 + 50

60 + 40

What number comes before and after?

	1			10	
	75			28	
	29			51	
	60			99	

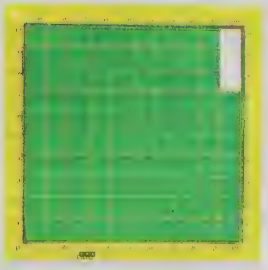
What numbers are missing?

17	18			21	
59			62	63	
			98		

PURPOSE: Review of the order of numbers and addition.

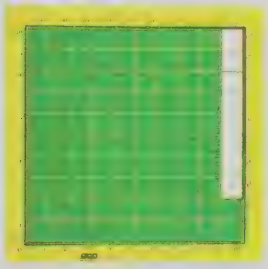
name _____

Fill in the blanks.



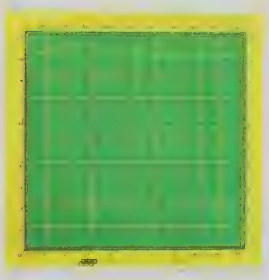
How many? _____
Add 3.
Now how many? _____

hundreds	tens	ones
1	0	0



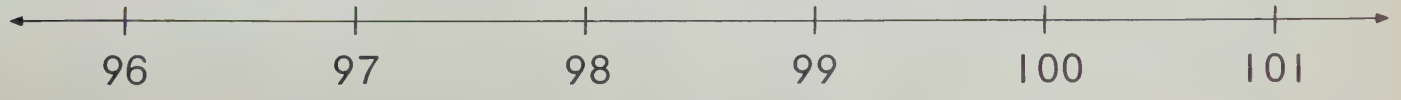
How many? _____
Add 8.
Now how many? _____

hundreds	tens	ones



How many? _____
Add 1.
Now how many? _____

hundreds	tens	ones



PURPOSE: Reinforcing 100—readiness for 101 through 109.

Write how many.

100 + 1 more

100 + 2 more

100 + 3 more

100 + 4 more

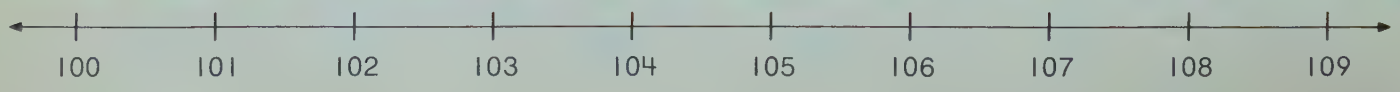
100 + 5 more

100 + 6 more

100 + 7 more

100 + 8 more

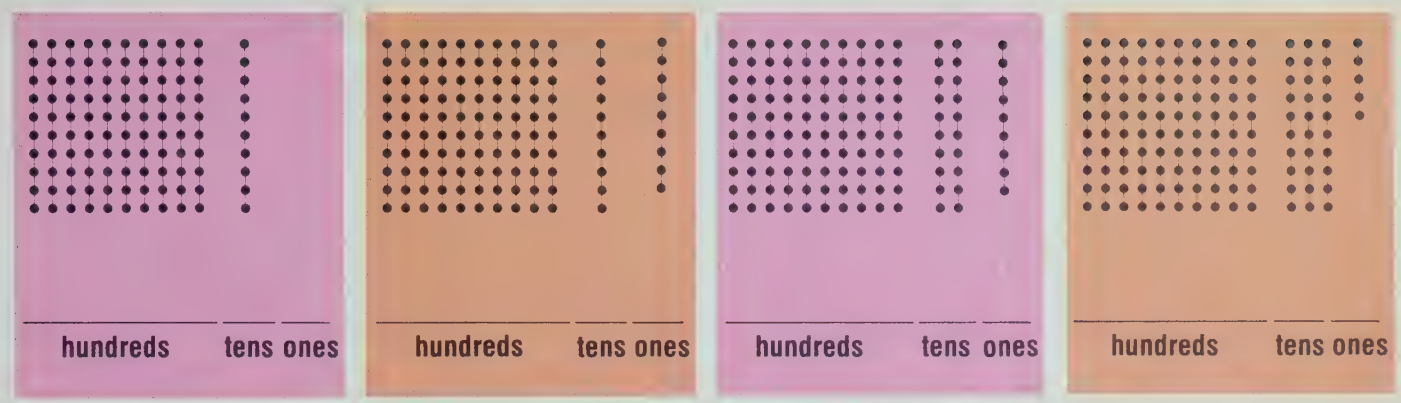
100 + 9 more

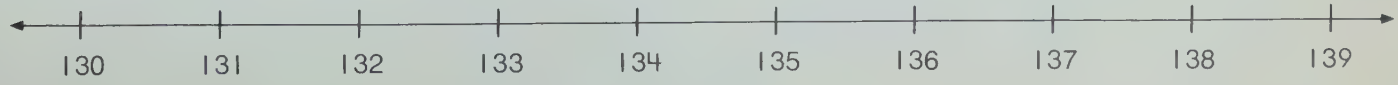


PURPOSE: Introduction to 101 through 109.

name _____

Fill in the blanks.





PURPOSE: Introduction to numbers larger than 109.

Complete the table.

100	101	102			105		107	108	
110		112	113	114		116		118	119
	121		123		125			128	129
130					135	136	137	138	
	141					146		148	

Put the word "greater" or "less" in the blank.
Put the symbol for the word in the ring.

100 is _____ than 99.

100 ◯ 99

101 is _____ than 110.

101 ◯ 110

130 is _____ than 120.

130 ◯ 120

100 is _____ than 110.

100 ◯ 110

141 is _____ than 151.

141 ◯ 151

114 is _____ than 115.

114 ◯ 115

PURPOSE: Reinforcing 100 through 149.

name _____

Write ten more.

hundreds	tens	ones
1	3	0

hundreds	tens	ones
1	4	0

hundreds	tens	ones
1	2	0

hundreds	tens	ones
1	0	0

hundreds	tens	ones
1	7	0

hundreds	tens	ones
1	6	0

hundreds	tens	ones
1	5	0

PURPOSE: Practice with place value.

I have 10.

And I have 10.

I have 10 too.

Count my 10. Now how many in all? _____

Count my 10 too.

I have 10 too.

Don't forget my 10. Now how many in all? _____

Here are 10 more.

And I have 10.

Count my 10. Now how many in all? _____

Can add 10 more? How many in all? _____

Can add 10 more? How many in all? _____

Can add 10 more? How many in all? _____

What if added 3 more? How many in all? _____

Could you add 7 more? Now how many in all? _____

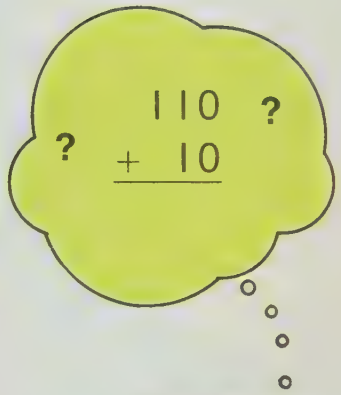
Could you add 10 more? _____ Could everybody add 10 more? _____

PURPOSE: Exploring sets of tens.

name _____

Add

60 + 30	60 + 40	60 + 50	60 + 60	60 + 70
70 + 30	70 + 40	70 + 50	70 + 60	70 + 70
80 + 30	80 + 40	80 + 50	80 + 60	80 + 70
90 + 30	90 + 40	90 + 50	90 + 60	
100 + 30	100 + 40	100 + 50		



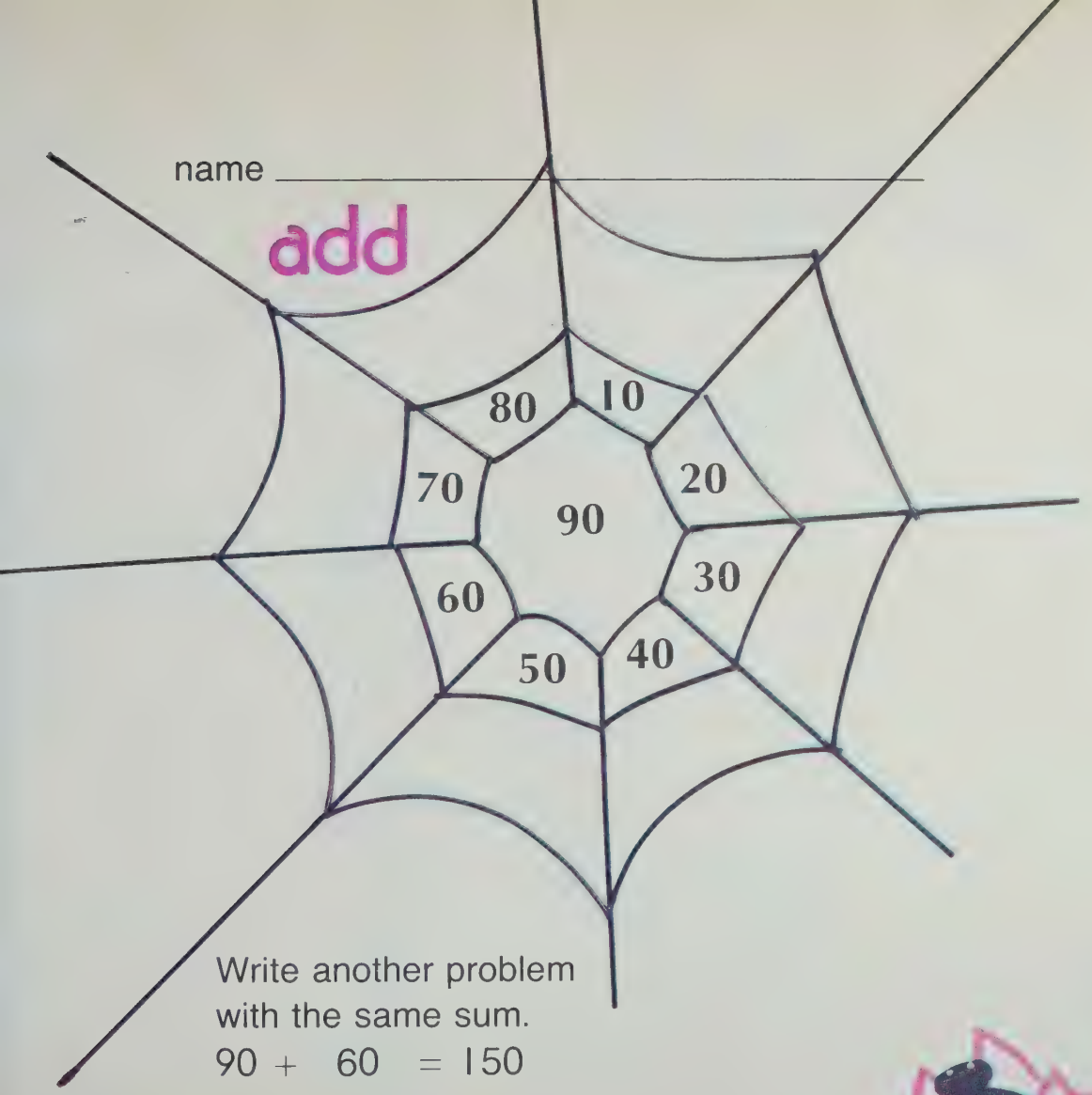
PURPOSE: Finding patterns in adding multiples of ten.

ADD

PURPOSE: Practice adding multiples of ten.

name _____

add



Write another problem with the same sum.

90 + 60 = 150

80 + ____ = 150

110 + 20 = 130

70 + ____ = 130

50 + 90 = 140

60 + ____ = 140

120 + 50 = 170

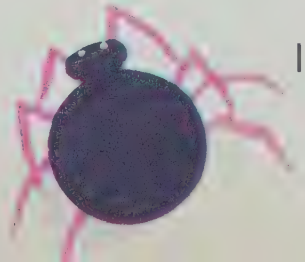
90 + ____ = 170

60 + 50 = 110

70 + ____ = 110

140 + 30 = 170

80 + ____ = 170



PURPOSE: Practice in adding multiples of ten.

100 + 50	80 + 70	120 + 40	110 + 40	90 + 60
70 + 70	120 + 20	50 + 90	110 + 30	100 + 40
30 + 80	50 + 70	80 + 50	70 + 80	90 + 90
70 + 40	110 + 20	60 + 70	130 + 10	120 + 30

PURPOSE: Progress check—practice in adding multiples of ten.

name _____

Now how many? _____

Now how many? _____

Now how many? _____

Now how many? _____

Now how many? _____

Now how many? _____

Now how many? _____

Now how many? _____

Now how many? _____

PURPOSE: Exploration of sets of ten.

Fill in the missing numbers.

	Subtract 1 ten.	Subtract 2 tens.	Subtract 3 tens.
tens | ones 9 | 0	tens | ones	tens | ones	tens | ones
	tens | ones 9 | 0 − 1 | 0	tens | ones 9 | 0 − 2 | 0	tens | ones 9 | 0 − 3 | 0

	Subtract 1 ten.	Subtract 2 tens.	Subtract 3 tens.
tens | ones 4 | 0	tens | ones	tens | ones	tens | ones
	tens | ones 4 | 0 − 1 | 0	tens | ones 4 | 0 − 2 | 0	tens | ones 4 | 0 − 3 | 0

80 + 10 = ____ 80 − 10 = ____

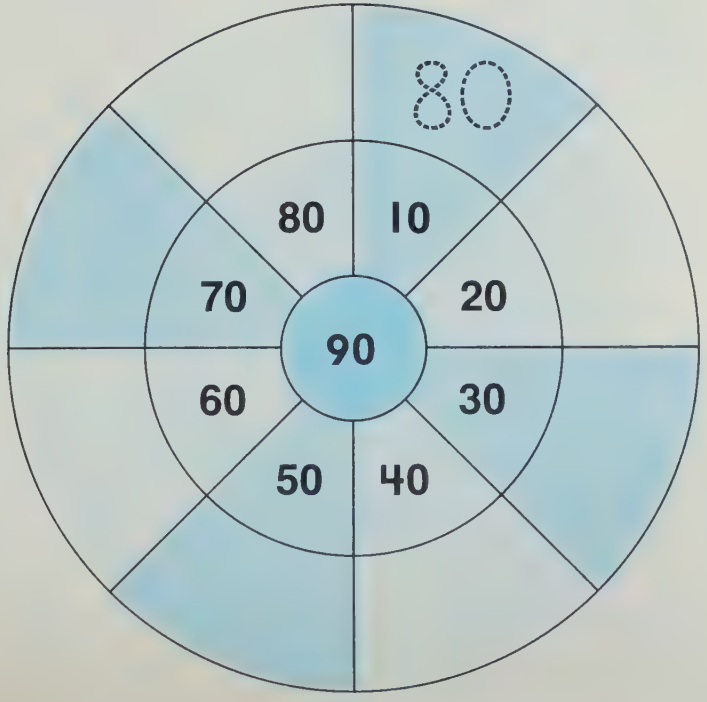
PURPOSE: Practice in subtracting multiples of ten.

name _____

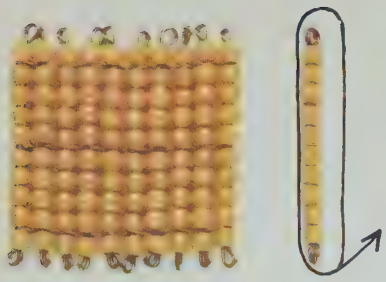
Subtract

50 − 10	50 − 20	50 − 30	50 − 40	50 − 50
	60 − 10	60 − 20	60 − 30	60 − 40
		70 − 10	70 − 20	70 − 30
			80 − 10	80 − 20
				90 − 10

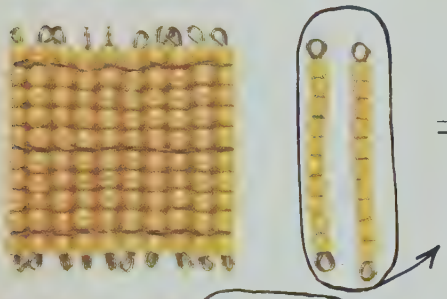
Complete the subtraction.



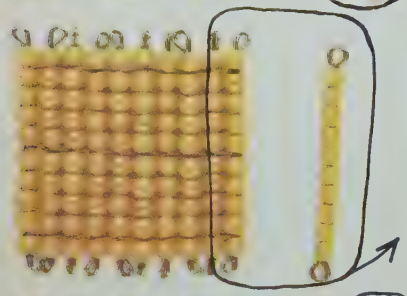
PURPOSE: Practice in subtracting multiples of ten.



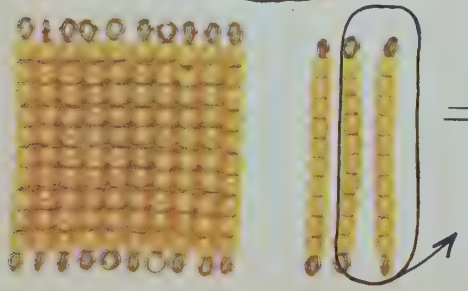
$$\begin{array}{r} 110 \\ -\ 10 \\ \hline \end{array}$$



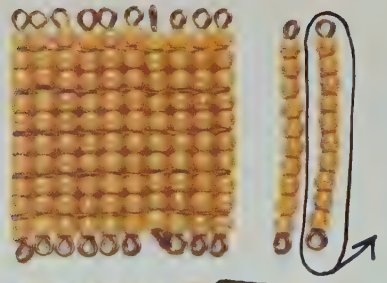
$$\begin{array}{r} 120 \\ -\ 20 \\ \hline \end{array}$$



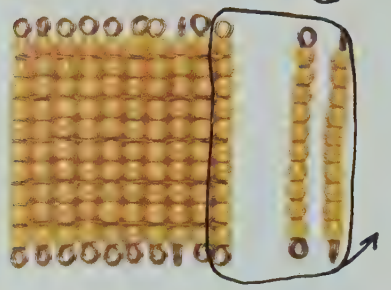
$$\begin{array}{r} 110 \\ -\ 30 \\ \hline \end{array}$$



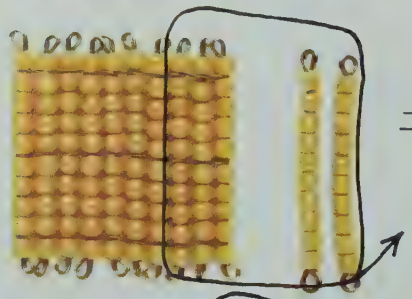
$$\begin{array}{r} 130 \\ -\ 20 \\ \hline \end{array}$$



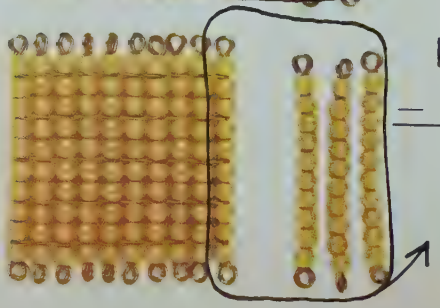
$$\begin{array}{r} 120 \\ -\ 10 \\ \hline \end{array}$$



$$\begin{array}{r} 120 \\ -\ 30 \\ \hline \end{array}$$



$$\begin{array}{r} 120 \\ -\ 50 \\ \hline \end{array}$$



$$\begin{array}{r} 130 \\ -\ 40 \\ \hline \end{array}$$

PURPOSE: Practice in subtracting multiples of ten.

name _____

SUBTRACT

70 − 70	80 − 20	90 − 50	90 − 30	80 − 40
150 − 80	180 − 70	160 − 50	180 − 40	150 − 60
80 − 30	70 − 40	70 − 60	90 − 20	90 − 70
160 − 80	140 − 90	180 − 50	170 − 60	150 − 70

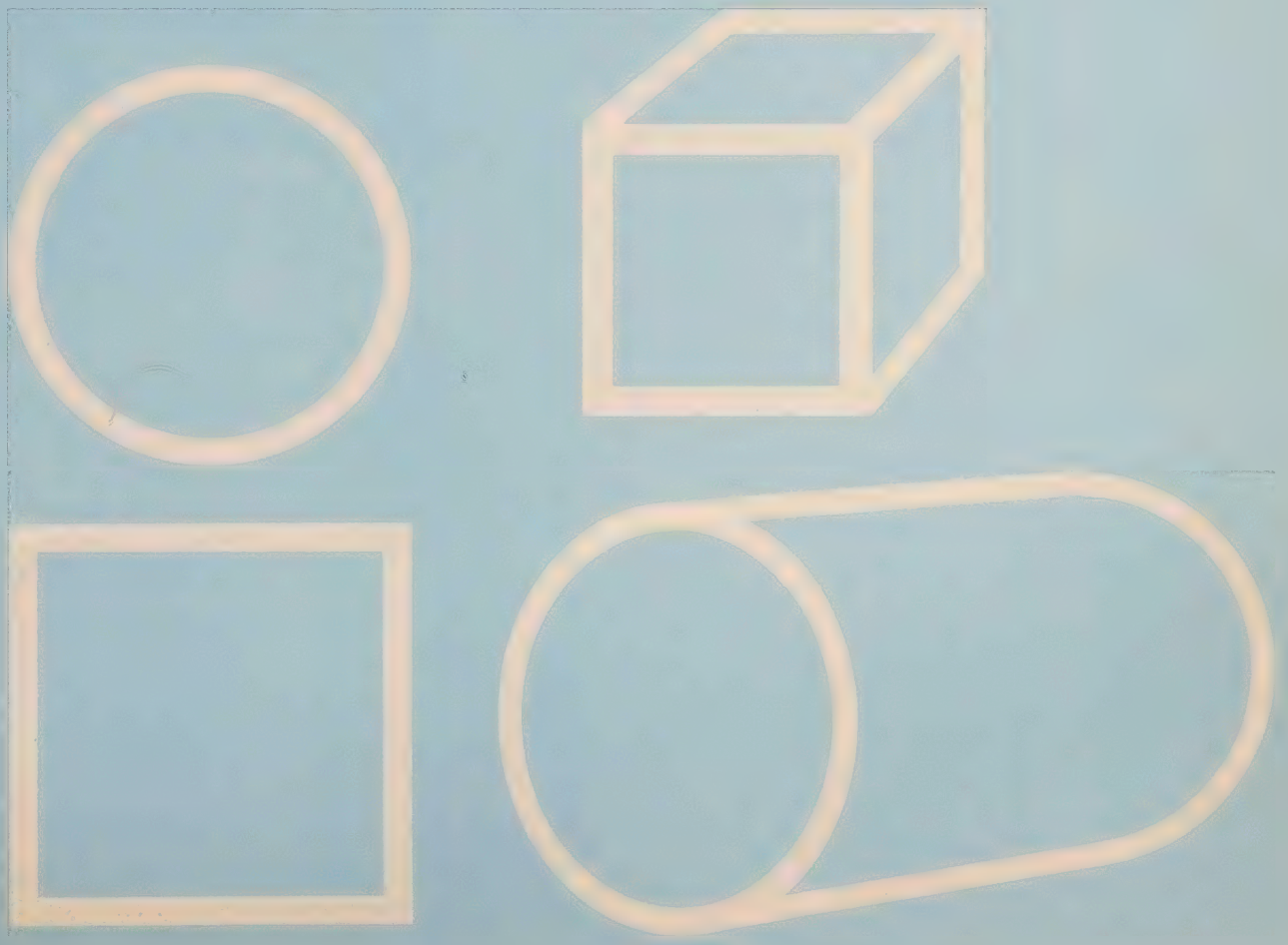
PURPOSE: Progress check – subtracting multiples of ten.

Complete each problem. Be careful!

PURPOSE: Checkout—adding and subtracting multiples of ten.

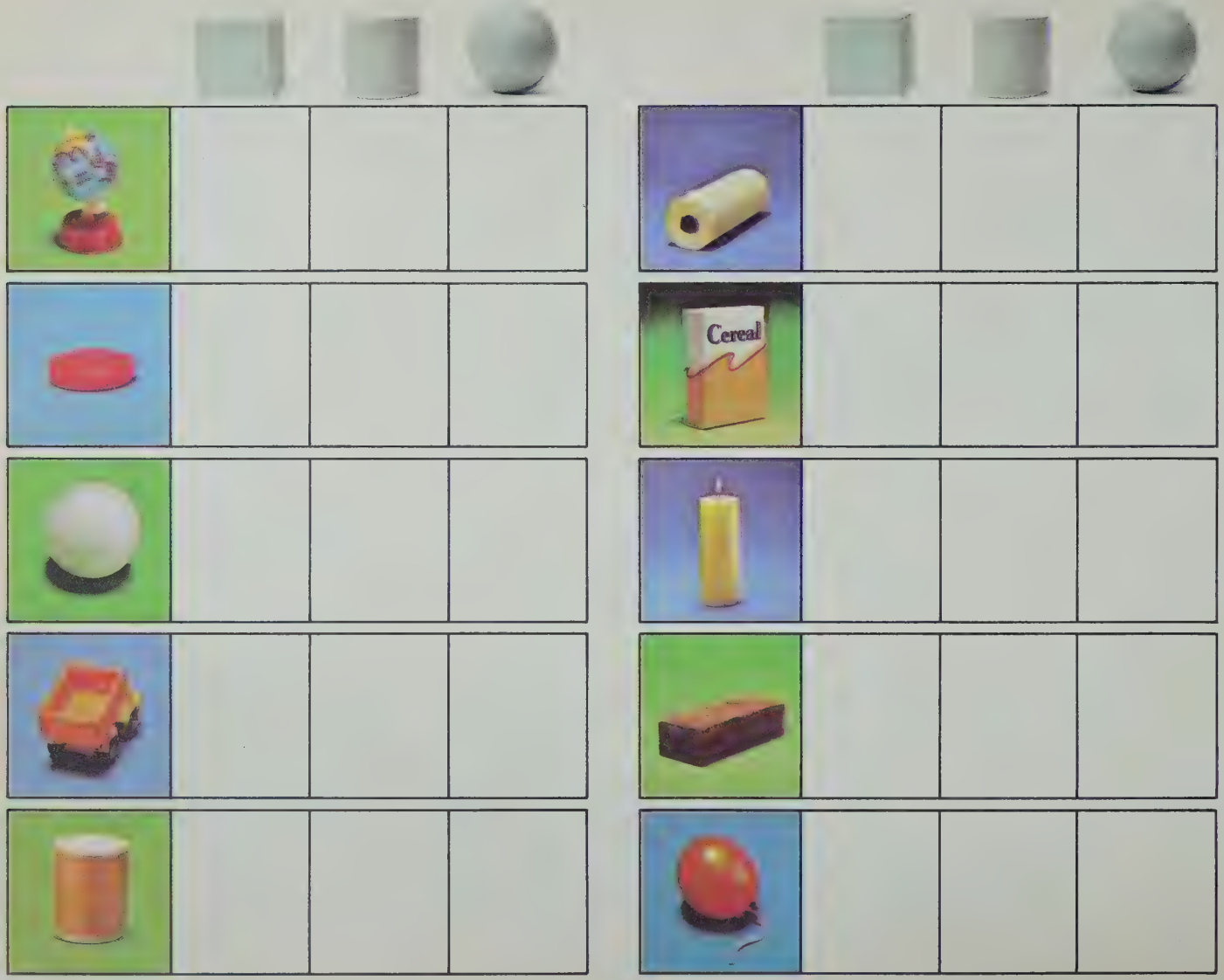
name _____

What things are shaped like these?



PURPOSE: Exploring shapes.

Check which shape it's most like.



PURPOSE: Exploring the shapes of solid figures.

name _____

INVESTIGATE AND ANSWER	Will it sit flat?	How many flat surfaces?	Will it roll easily?	How many curved surfaces?
				
				
				

PURPOSE: Exploring the surfaces of cubes, cylinders, and spheres.

Will it sit flat?	Will it roll easily?	
YES	YES	How is it like a ⬭ ?
NO	NO	How is it different from a ⬭ ?
YES	YES	How is it like a ⬜ ?
NO	NO	How is it different from a ⬜ ?
YES	YES	Is this a cone?
NO	NO	Does a cone have a flat surface?
		Does a cone have a curved surface?

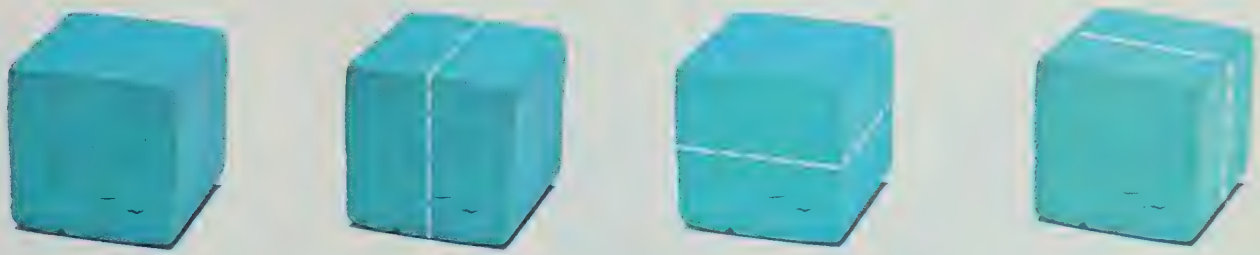
Each object is shaped like a cone.

PURPOSE: Exploring the surfaces of cones.

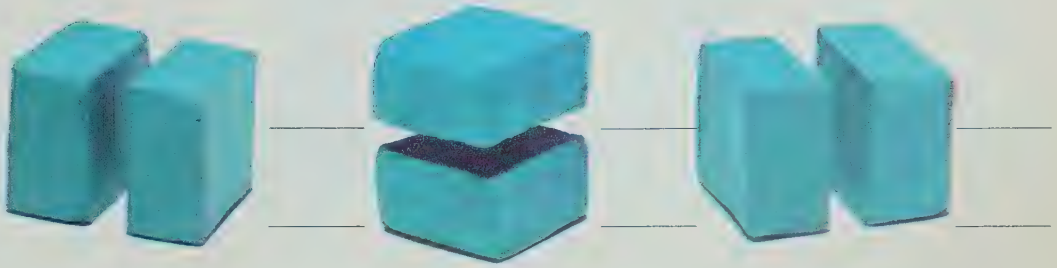
name _____

How many flat surfaces on this square prism? _____

Cut square prisms in half.



How many flat surfaces on each piece now?

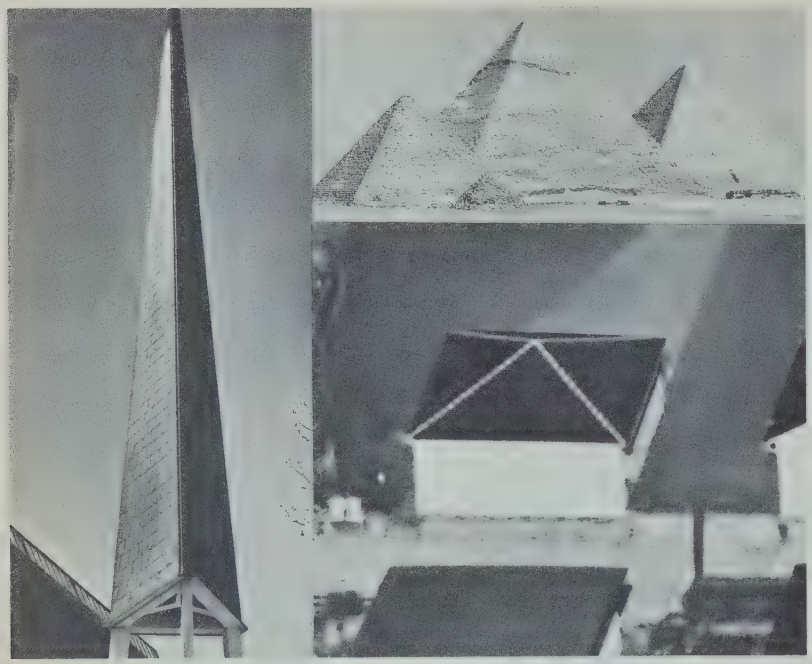


How many flat surfaces?

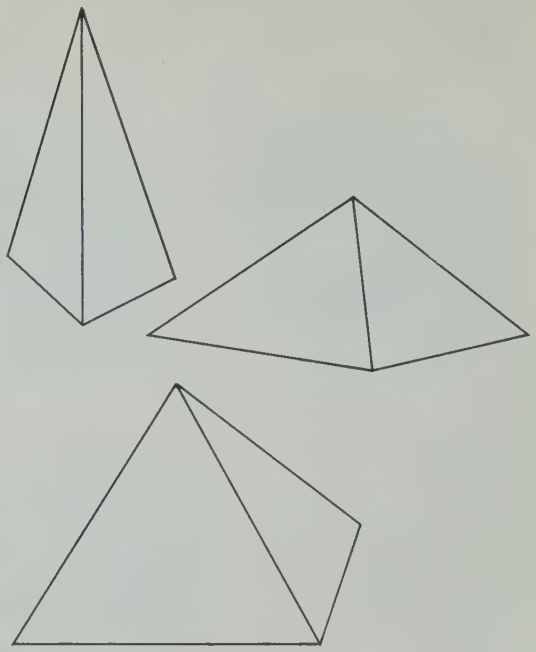
How many flat surfaces?

PURPOSE: Exploring the surfaces of triangular prisms.

FIND PYRAMID SHAPES

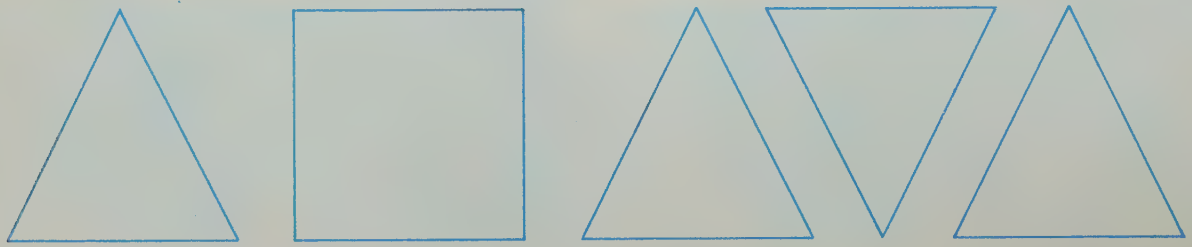


How are these alike?
How are they different?



If you tip a pyramid,
you will see these surfaces.

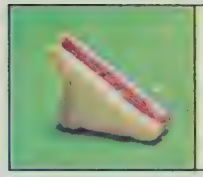
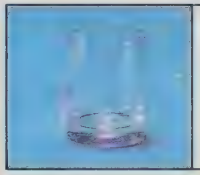
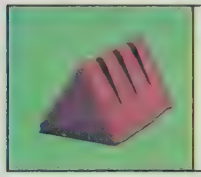
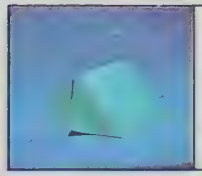
Are there any curved surfaces? _____



PURPOSE: Exploring the surfaces of pyramids.

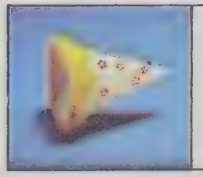
name _____

Check which shape it's most like.

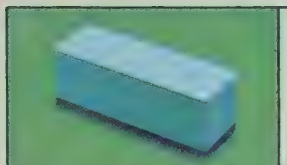
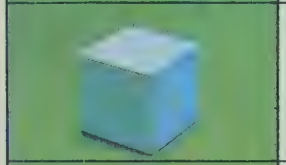
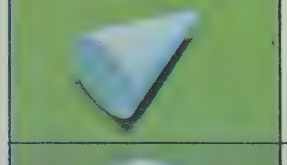






PURPOSE: Exploring the shapes of solid figures.

Answer as many as you can.

	How many flat surfaces?	Is there a curved surface?	Do two surfaces meet to form an edge?	Do three edges meet to form a corner?
				
				
				
				
				
				

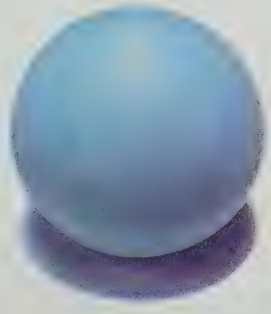
PURPOSE: Exploring surfaces, edges, and corners of solid figures.

name _____

How many flat surfaces on a ball? _____

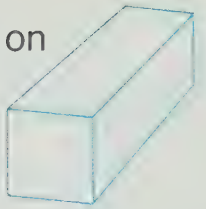
How many flat surfaces on a box? _____

How many curved surfaces on



_____

How many  flat surfaces on _____



How many  flat surfaces on _____

How many  flat surfaces on _____

How many  flat surfaces on _____

How many  curved surfaces on _____

PURPOSE: Exploring the surfaces of solid figures.

They did not agree. Each person thought he had to do the hardest problems. Look at each of the papers. Did anyone make a mistake?

Who do you think had the hardest problems?

30 + 2 = 32	44 + 20 = 64	
10 − 3 = 8	70 − 3 = 67	56 − 10 = 46

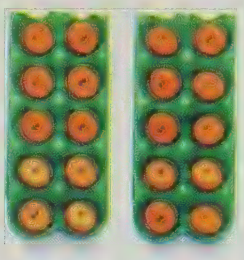
50 + 8 = 58	83 + 90 = 163	
10 − 1 = 9	80 − 5 = 75	84 − 10 = 74

40 + 3 = 43	12 + 90 = 102	
10 − 5 = 5	90 − 6 = 84	63 − 10 = 53

70 + 4 = 74	91 + 20 = 111	
10 − 4 = 6	60 − 7 = 63	98 − 10 = 78

PURPOSE: Extending skills in addition and subtraction.

name _____

TAKE  AND ADD  MORE.

$$\begin{array}{r} 20 \\ +\ \ 5 \\ \hline \end{array}$$

Add

$$\begin{array}{r} 50 \\ +\ \ 6 \\ \hline \end{array} \qquad \begin{array}{r} 70 \\ +\ \ 9 \\ \hline \end{array}$$

$$\begin{array}{r} 30 \\ +\ \ 4 \\ \hline \end{array} \qquad \begin{array}{r} 90 \\ +\ \ 8 \\ \hline \end{array} \qquad \begin{array}{r} 40 \\ +\ \ 7 \\ \hline \end{array}$$

$$\begin{array}{r} 20 \\ +\ \ 1 \\ \hline \end{array} \qquad \begin{array}{r} 60 \\ +\ \ 3 \\ \hline \end{array} \qquad \begin{array}{r} 80 \\ +\ \ 2 \\ \hline \end{array}$$

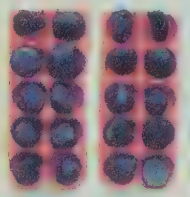
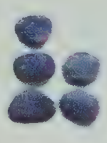
He had 10.
He borrowed 3 more.
How many did he have? _____

She found 30.
She had 6.
How many did she have? _____

He ate 20.
His sister ate 9.
How many were eaten? _____

There were 50 in one line.
There were 7 in the other.
How many were in line? _____

PURPOSE: Adding multiples of ten and one.

TAKE  AND ADD  MORE.

$$\begin{array}{r} 24 \\ +\ 5 \\ \hline 29 \end{array}$$

add

$$\begin{array}{r} 22 \\ +\ 6 \\ \hline \end{array}$$

$$\begin{array}{r} 45 \\ +\ 2 \\ \hline \end{array}$$

$$\begin{array}{r} 34 \\ +\ 5 \\ \hline \end{array}$$

$$\begin{array}{r} 62 \\ +\ 7 \\ \hline \end{array}$$

$$\begin{array}{r} 36 \\ +\ 2 \\ \hline \end{array}$$

$$\begin{array}{r} 28 \\ +\ 1 \\ \hline \end{array}$$

$$\begin{array}{r} 54 \\ +\ 3 \\ \hline \end{array}$$

$$\begin{array}{r} 42 \\ +\ 5 \\ \hline \end{array}$$

$$\begin{array}{r} 71 \\ +\ 8 \\ \hline \end{array}$$

$$\begin{array}{r} 20 \\ +\ 6 \\ \hline \end{array}$$

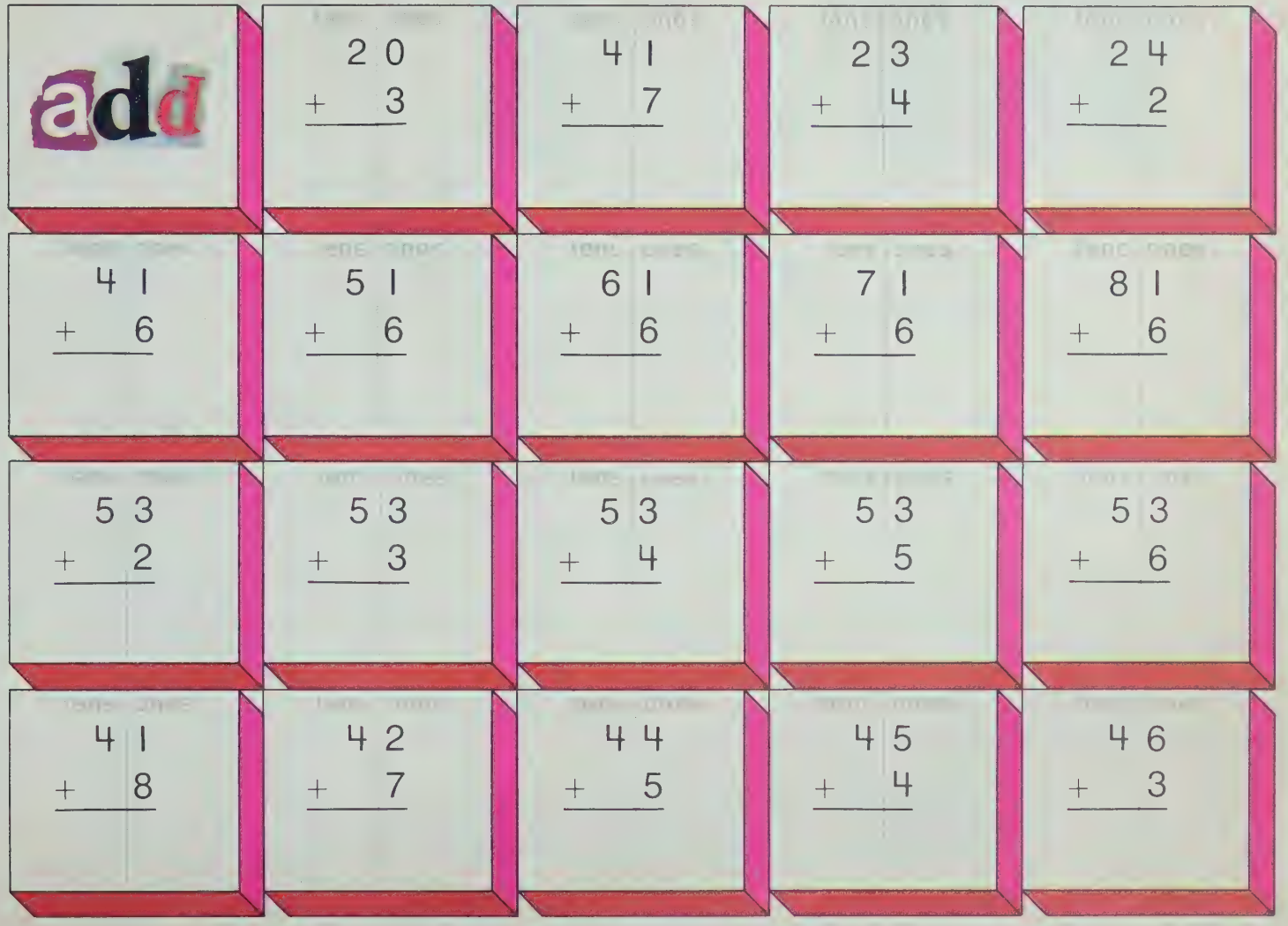
$$\begin{array}{r} 43 \\ +\ 2 \\ \hline \end{array}$$

23 were there.
6 more came.
How many
in all? ____

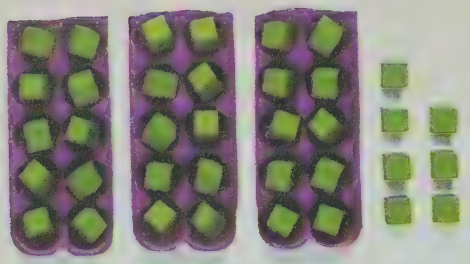
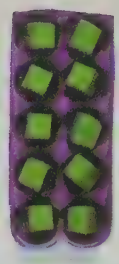
11 went away.
5 more went away.
How many
went away? ____

PURPOSE: Adding 2-digit and 1-digit numbers with no renaming.

name _____



PURPOSE: Practice in addition with no renaming.

TAKE  AND ADD  MORE.

tens	ones
3	7
+ 1	0
4	7

tens	ones
2	6
+ 2	0

tens	ones
5	3
+ 2	0

tens	ones
8	8
+ 1	0

tens	ones
6	2
+ 3	0

tens	ones
2	9
+ 4	0

tens	ones
2	5
+ 6	0

tens	ones
3	5
+ 2	0

tens	ones
3	5
+ 3	0

tens	ones
3	5
+ 4	0

tens	ones
3	5
+ 5	0

tens	ones
2	7
+ 3	0

tens	ones
3	7
+ 3	0

tens	ones
4	7
+ 3	0

tens	ones
5	7
+ 3	0

tens	ones
7	7
+ 2	0

PURPOSE: Adding 2-digit numbers and a multiple of ten.

name _____

Dick's dad was a baker. He baked loaves of bread every day.

He baked 70 loaves Monday morning.
He baked 25 loaves Monday afternoon.
How many on Monday? _____

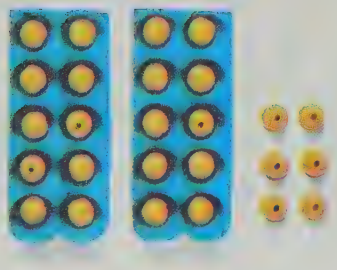
He baked 52 loaves Tuesday morning.
He baked 40 loaves Tuesday afternoon.
How many on Tuesday? _____

He baked only 12 loaves Wednesday morning.
He baked 80 loaves Wednesday afternoon.
How many on Wednesday? _____

He baked 35 loaves Thursday morning.
He baked 60 loaves Thursday afternoon.
How many on Thursday? _____

He baked 24 loaves Friday morning.
He baked 70 loaves Friday afternoon.
How many on Friday? _____

 PURPOSE: Using addition in story situations.

SUBTRACT  **TAKE 5 AWAY.**

tens	ones
2	6
–	5

tens	ones
3	9
–	5

tens	ones
4	5
–	4

tens	ones
6	8
–	2

tens	ones
5	7
–	3

tens	ones
2	4
–	3

tens	ones
7	6
–	2

tens	ones
9	8
–	3

tens	ones
8	9
–	2

He had 45. He gave 3 away. How many remain? _____

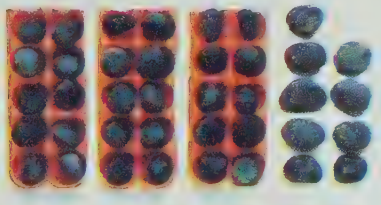
They had 59. They lost 8. How many remain? _____

She found 28. She gave 5 away. How many remain? _____

He bought 25. He took 5 back. How many remain? _____

PURPOSE: Subtraction practice.

name _____



TAKE 7 AWAY.

tens	ones
3	9
−	7

SUBTRACT

tens	ones
7	5
−	2

tens	ones
3	2
−	1

tens	ones
8	9
−	6

tens	ones
4	8
−	6

tens	ones
2	6
−	4

tens	ones
6	9
−	3

tens	ones
4	3
−	2

tens	ones
9	8
−	4

tens	ones
5	4
−	4

tens	ones
2	7
−	6

tens	ones
6	2
−	2

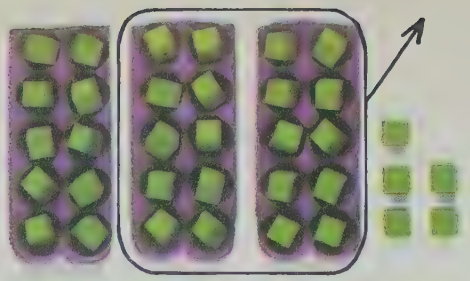
tens	ones
3	6
−	3

77 came in.
7 went out.
How many remain? _____

29¢ in your pocket.
4¢ got lost.
How much remains? _____¢

39¢ in my pocket.
1¢ got lost.
How much remains? _____¢

PURPOSE: Subtraction practice.



TAKE 20 AWAY.

$$\begin{array}{r} 35 \\ -\ 20 \\ \hline \end{array}$$

SUBTRACT

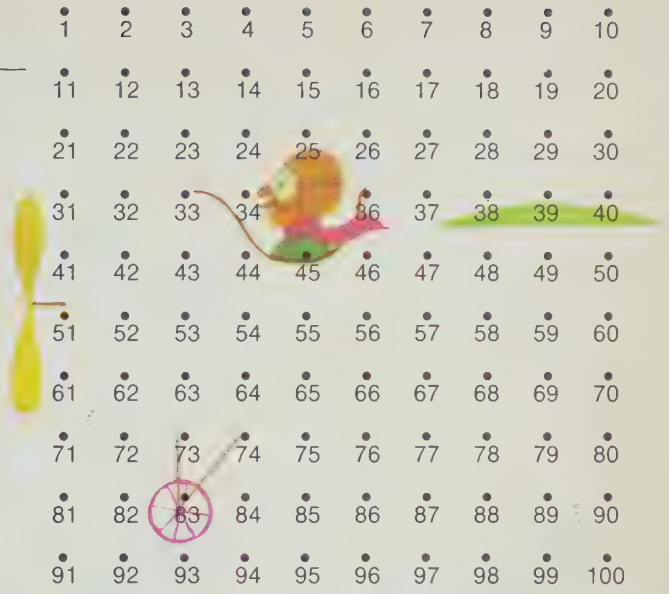
$\begin{array}{r} 38 \\ -\ 10 \\ \hline \end{array}$	$\begin{array}{r} 73 \\ -\ 20 \\ \hline \end{array}$	$\begin{array}{r} 26 \\ -\ 10 \\ \hline \end{array}$	$\begin{array}{r} 91 \\ -\ 60 \\ \hline \end{array}$	$\begin{array}{r} 57 \\ -\ 30 \\ \hline \end{array}$
$\begin{array}{r} 45 \\ -\ 10 \\ \hline \end{array}$	$\begin{array}{r} 82 \\ -\ 50 \\ \hline \end{array}$	$\begin{array}{r} 76 \\ -\ 60 \\ \hline \end{array}$	$\begin{array}{r} 77 \\ -\ 40 \\ \hline \end{array}$	$\begin{array}{r} 82 \\ -\ 60 \\ \hline \end{array}$
$\begin{array}{r} 74 \\ -\ 50 \\ \hline \end{array}$	$\begin{array}{r} 49 \\ -\ 20 \\ \hline \end{array}$	$\begin{array}{r} 68 \\ -\ 30 \\ \hline \end{array}$	$\begin{array}{r} 93 \\ -\ 70 \\ \hline \end{array}$	$\begin{array}{r} 61 \\ -\ 40 \\ \hline \end{array}$

You have 55¢. You spend 10¢. How much remains? _____ ¢

PURPOSE: Subtraction practice.

name _____

To connect the dots, complete each row of problems below. Start at the dot having the same number as your first answer. Draw a line to the dot for your second answer. Keep going until you reach your last answer.



tens	ones
8	0
− 6	0

tens	ones
3	4
+	4

tens	ones
1	1
+ 2	5

tens	ones
6	6
− 5	0

tens	ones
9	8
− 8	0

tens	ones
9	6
− 9	0

tens	ones
6	1
− 6	0

tens	ones
1	8
−	6

tens	ones
4	3
− 3	0

tens	ones
2	3
+ 1	0

tens	ones
3	0
+	1

tens	ones
5	1
+ 2	0

tens	ones
7	3
+	4

tens	ones
2	0
+ 4	0

tens	ones
7	0
− 5	0

PURPOSE: Progress check—addition and subtraction.

How are these alike?

How are they different?

Write how many.

hundreds	tens	ones

hundreds	tens	ones

hundreds	tens	ones

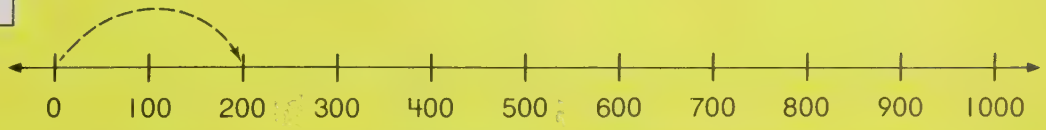
hundreds	tens	ones

PURPOSE: Introduction to multiples of 100.

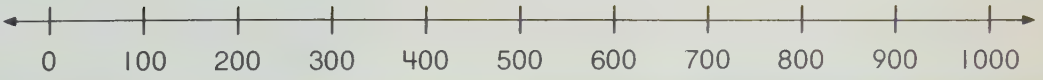
name _____

Show the addition on the number line. Complete the sentence.

200 + 500 = ☐



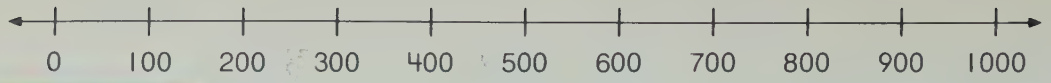
300 + 100 = ☐



600 + 300 = ☐

100 + 800 = ☐

PURPOSE: Introduction to addition of multiples of 100.



200 + 300 = ____

100 + 300 = ____

100 + 200 = ____

400 + 200 = ____

300 + 200 = ____

300 + 100 = ____

200 + 100 = ____

200 + 400 = ____

Sam's dad was a packer. His job was to pack 100 boxes into a crate. He was proud of his work. He wanted to improve his record of 1000 crates in one day. Here is his record for one week. Find out if he broke his record.

	morning	afternoon	in all
Monday	400	500	
Tuesday	200	600	
Wednesday	500	400	
Thursday	500	500	
Friday	500	600	

What do you think happened on Tuesday?

PURPOSE: Adding multiples of 100.

name _____

TAKE 

AND ADD 

200 + 100

$$\begin{array}{r} 200 \\ +\ 100 \\ \hline \end{array}$$

ADD

$\begin{array}{r} 200 \\ +\ 400 \\ \hline \end{array}$	$\begin{array}{r} 500 \\ +\ 300 \\ \hline \end{array}$	$\begin{array}{r} 500 \\ +\ 400 \\ \hline \end{array}$	$\begin{array}{r} 600 \\ +\ 300 \\ \hline \end{array}$
$\begin{array}{r} 400 \\ +\ 500 \\ \hline \end{array}$	$\begin{array}{r} 700 \\ +\ 200 \\ \hline \end{array}$	$\begin{array}{r} 100 \\ +\ 500 \\ \hline \end{array}$	$\begin{array}{r} 800 \\ +\ 100 \\ \hline \end{array}$

The store needed 300 pennies for change one day.
It needed 500 pennies for change the next day.
How many pennies did it need for both days? _____

PURPOSE: Adding multiples of 100.

WHAT DO YOU COLLECT?

Sal has 100 shells.
Jake has 300 shells.

How many in all? ☐

Tim has 300 stamps.
Maria has 300 stamps.

How many in all? ☐

Steve has 300 animal cards.
Bet has 200 animal cards.

How many in all? ☐

Anna has 200 rocks.
Nick has 100 rocks.

How many in all? ☐

Olga has 200 hockey cards.
Russ has 200 hockey cards.

How many in all? ☐

Danny has 100 bottle caps.
Kate has 100 bottle caps.

How many in all? ☐

Tony has 300 buttons.
Lena has 100 buttons.

How many in all? ☐

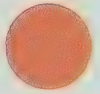
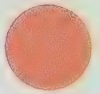
Alice has 100 airplane cards.
Alex has 500 airplane cards.

How many in all? ☐

PURPOSE: Practice in adding multiples of 100.

name _____

Use the head of an arrow to point to the lesser number.

150  140 100  101 90  190

Remember what you say when you read the symbol.

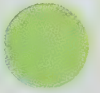
50 is less than 59

199 is greater than 189

50 < 59

199 > 189

Write > or < in the ring.

550  505 330  333 610  601

880  890 400  399 123  321

Arrange each set of numbers from least to greatest.

521 399 758 476 606	_____ _____ _____ _____ _____
101 990 909 590 950	_____ _____ _____ _____ _____

PURPOSE: Review of relations and order of numbers.

WRITE HOW MANY

Ring the picture that shows the greatest number of pins. Put a check beside the picture that shows the least number of pins.

PURPOSE: Using place value to understand 3-digit numbers.

name _____

Write ten less.

hundreds | tens | ones | 4 |	hundreds | tens | ones 1 | 5 | 1	hundreds | tens | ones | 6 |
hundreds | tens | ones	hundreds | tens | ones 3 | 4 | 6	
hundreds | tens | ones	hundreds | tens | ones 5 | 0 | 9	
hundreds | tens | ones	hundreds | tens | ones 2 | 8 | 3	

Write one hundred less.

Write one hundred more.

hundreds | tens | ones	hundreds | tens | ones 7 | 7 | 7	hundreds | tens | ones
hundreds | tens | ones	hundreds | tens | ones 4 | 3 | 2	
hundreds | tens | ones	hundreds | tens | ones 6 | 5 | 6	

PURPOSE: Practice with place value.

257 + 1 = ____ 518 + 1 = ____ 670 + 1 = ____

257 + 10 = ____ 518 + 10 = ____ 670 + 10 = ____

257 + 100 = ____ 518 + 100 = ____ 670 + 100 = ____

438 – 1 = ____ 863 – 1 = ____ 745 – 1 = ____

438 – 10 = ____ 863 – 10 = ____ 745 – 10 = ____

438 – 100 = ____ 863 – 100 = ____ 745 – 100 = ____

PURPOSE: Working with patterns in addition and subtraction.

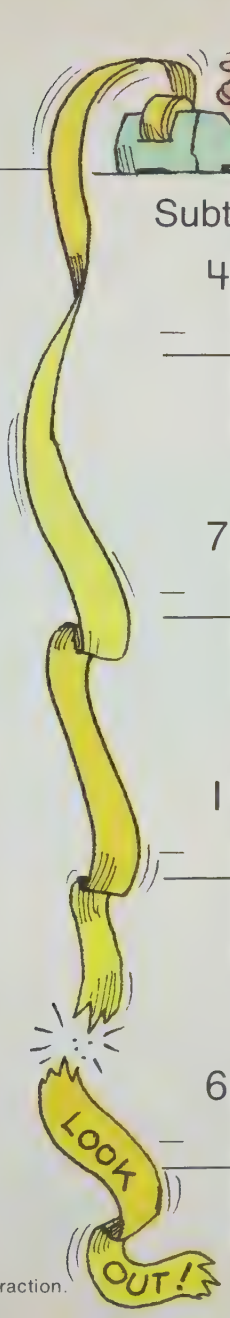
name _____

Add

321 + 1	321 + 10	321 + 100
522 + 1	522 + 10	522 + 100
170 + 1	170 + 10	170 + 100
620 + 1	703 + 10	975 + 100

Subtract

464 − 1	464 − 10	464 − 100
763 − 1	763 − 10	763 − 100
111 − 1	111 − 10	111 − 100
681 − 1	518 − 10	150 − 100



PURPOSE: Checkout—addition and subtraction.

What comes before and after?

	109			249	
	320			400	
	599			666	

What numbers are missing?

798	799	_____	_____	_____	803
849	_____	_____	_____	_____	854
_____	_____	990	_____	992	_____

Write > or < in the ring.

123 + 10 ◯ 123 − 10

149 − 1 ◯ 149 − 10

135 + 10 ◯ 146 − 10

211 + 100 ◯ 311 − 10

480 + 10 ◯ 490 − 1

150 + 10 ◯ 160 + 1

100 − 100 ◯ 10 − 1

600 − 100 ◯ 500 + 100

555 + 100 ◯ 555 − 100

PURPOSE: Review of relations and order of numbers.

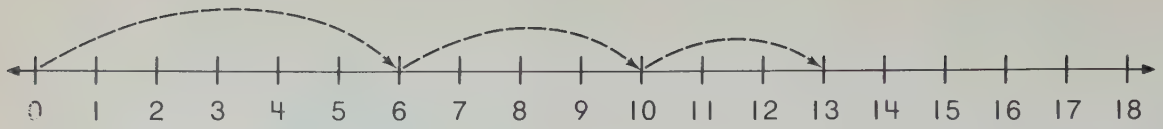
name _____

Who had more?

Jill had 5 in her purse,
3 on the shelf,
and 2 in her pocket.

Bill had 5 in his
right pocket,
2 in his left pocket,
and 3 in his hand.

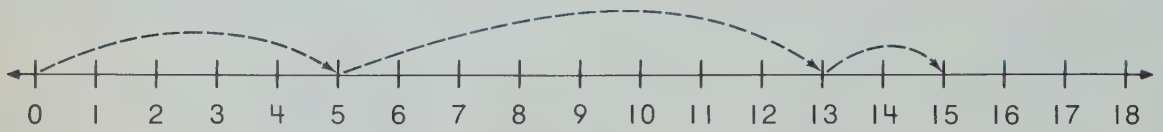
PURPOSE: Extending addition.



The number line shows 6 + 4 + 3.

You can add 6 + 4 + 3 OR you can add 6 + 4 + 3.

10 + 3 = ____ ____ 6 + 7 = ____



This number line shows 5 + 8 + 2.

You can add (5 + 8) + 2 OR you can add 5 + 8 + 2.

13 + 2 = ____ ____ 5 + 10 = ____

There are new symbols used in the last problem.

(5 + 8) + 2 or 5 + (8 + 2)

( ) are called parentheses.
What work do parentheses do?

PURPOSE: Introduction to the grouping symbol.

name _____

Talk about these addition problems.

$(3 + 7) + 5 =$ ____

$3 + (7 + 5) =$ ____

$(3 + 5) + 7 =$ ____

How were the three problems alike?

How were they different?

$(8 + 2) + 6 =$ ____

$6 + (2 + 8) =$ ____

$(2 + 6) + 8 =$ ____

How were these alike?

How were they different?

$(5 + 1) + 9 =$ ____

$1 + (9 + 5) =$ ____

$(9 + 1) + 5 =$ ____

How were these alike?

How were they different?

LOOK!

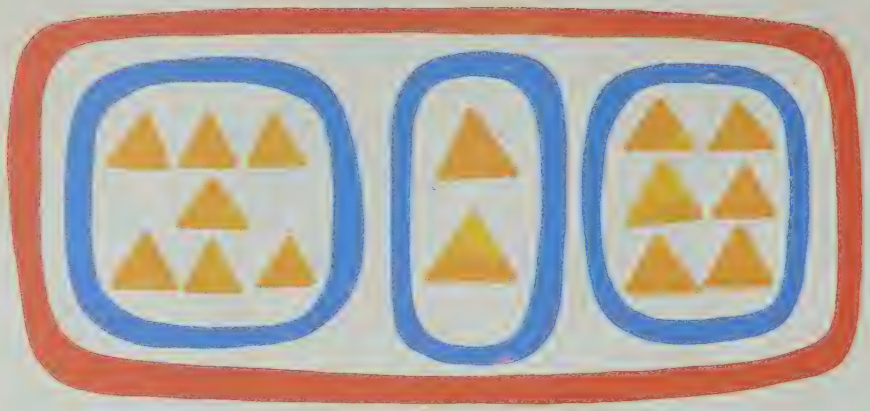
$$\begin{array}{r} 4 \\ 5 \\ +\ 6 \\ \hline \end{array} \qquad \begin{array}{r} 5 \\ 4 \\ +\ 6 \\ \hline \end{array}$$

No parentheses. Can you still find an answer?

Does it matter which pair of numbers you add first?

 PURPOSE: Finding that numbers can be grouped in any order without affecting the answer

ADD



$$\begin{array}{r} 7 \\ 2 \\ +\,6 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \\ 3 \\ +\,7 \\ \hline \end{array} \qquad \begin{array}{r} 5 \\ 5 \\ +\,5 \\ \hline \end{array} \qquad \begin{array}{r} 4 \\ 5 \\ +\,6 \\ \hline \end{array} \qquad \begin{array}{r} 3 \\ 4 \\ +\,7 \\ \hline \end{array} \qquad \begin{array}{r} 9 \\ 3 \\ +\,6 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ 4 \\ +\,6 \\ \hline \end{array} \qquad \begin{array}{r} 7 \\ 5 \\ +\,3 \\ \hline \end{array} \qquad \begin{array}{r} 6 \\ 6 \\ +\,6 \\ \hline \end{array} \qquad \begin{array}{r} 8 \\ 0 \\ +\,9 \\ \hline \end{array} \qquad \begin{array}{r} 7 \\ 6 \\ +\,1 \\ \hline \end{array}$$

PURPOSE: Adding three 1-digit numbers.

name _____

4 8 + 3	3 9 + 4	6 5 + 7	8 3 + 6	8 3 + 4
7 5 + 6	9 4 + 3	3 4 + 8	6 3 + 8	5 7 + 6
8 4 + 3	4 3 + 9	6 7 + 5	3 8 + 6	4 3 + 8

15

Find the dots below all problems with 15 as an answer. Connect these dots with lines. How are these problems alike?

How are they different?

18

Find the dots below all problems with 18 as an answer. Connect these dots with lines. How are these problems alike?

How are they different?

PURPOSE: Adding three numbers.

The pencil has 1. The pin has 1. The tack has 1.
How many in all? What do they have?

The jacket has 6. The skirt has 1. The blouse has 5.
How many in all? What do they have?

The cat has 4. The bug has 6. The fish has 0.
How many in all? What do they have?

The corn plant has 1. The boy has 2. The rabbit has 2.
How many in all? What do they have?

The chair has 4. The stool has 3. The table has 4.
How many in all? What do they have?

The triangle has 3. The circle has 0. The square has 4.
How many in all? What do they have?

Don has 2. Jon has 2. Ron has 2.
How many in all? What do they have?

$(5 + 4) + 1 =$ ____

$(4 + 1) + 5 =$ ____

$(1 + 5) + 4 =$ ____

$(3 + 2) + 4 =$ ____

$(2 + 4) + 3 =$ ____

$(4 + 3) + 2 =$ ____

$(2 + 6) + 1 =$ ____

$(6 + 1) + 2 =$ ____

$(1 + 2) + 6 =$ ____

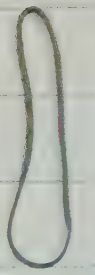
PURPOSE: Adding in story situations.

Progress check

name _____

HOW LONG?

PURPOSE: Introduction to length measurement.

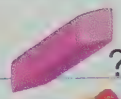


Fill in the blanks.

Which is the longest?

Which is the shortest?

Use the shortest to measure.

How many tacks long is the  ?

How many tacks long is the  ?

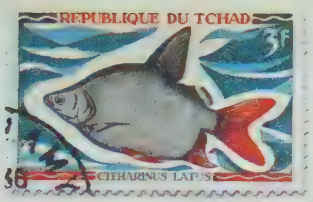
How many tacks long is the  ?

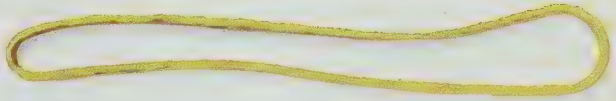
How many tacks long is the  ?

PURPOSE: Comparing lengths.

name _____

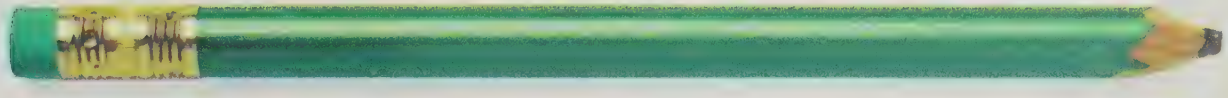
Cut out the strip on the side of the page.
Use the strip to help you answer the questions.





How many strips long? _____

How many strips long? _____



How many strips long? _____

How many strips long
is this page? _____

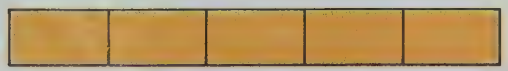
PURPOSE: Measuring lengths.

Cut a strip of paper this long. 
Cut another strip of paper this long. 
Use the strips to measure.

MEASURE	How many short strips?	How many long strips?
Length of this page		
Width of this page		
Length of your desk		
Width of your desk		
Length of your pencil		

How many short strips to measure one long strip?

Call this strip a unit.



How many units in this? _____

How many units in this? _____

How many units in this? _____

PURPOSE: Measuring lengths—introduction to standard units of measurement.

name _____

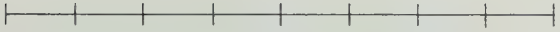
People have agreed to use a unit of length called a centimetre.

This length is one centimetre.

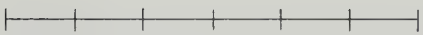
This is _____ centimetres long.

This is _____ centimetres long.

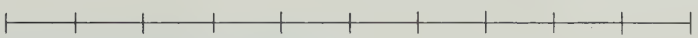
How many centimetres long?



_____ centimetres



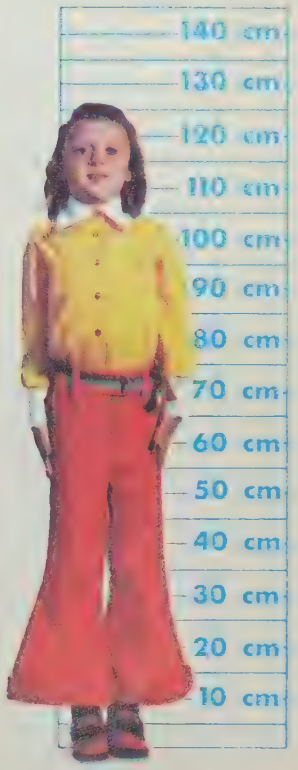
_____ centimetres



_____ centimetres

_____ centimetres

_____ centimetres



 PURPOSE: Introduction to the centimetre.

This is 1 centimetre long.

This is 1 + 1 or _____ centimetres long.

This is _____ centimetres long.

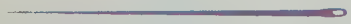
_____ centimetres

_____ centimetres

_____ centimetres

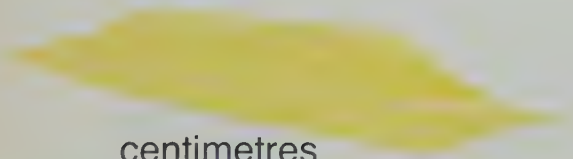
The ruler on the bottom of the page has centimetres marked on it. Cut it out. **Use it.**

How long is each picture below?

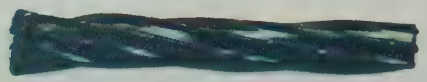


_____ centimetres

_____ centimetres

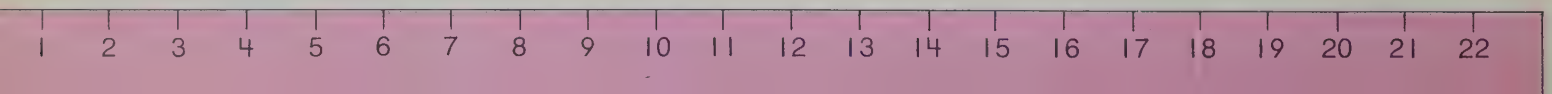


_____ centimetres



_____ centimetres

PURPOSE: Measuring with centimetres.



name_____

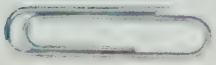
Centimetre and **centimetres** are long words to write.
People have agreed to write **cm** as the short form.

This is 5 cm long.

How long is each thing below? Use your centimetre ruler.

This is _____ cm long.

This is _____ cm long.



This is _____ cm long.

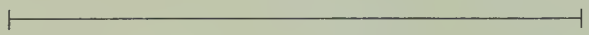
This is _____ cm long.

This is _____ cm long.

PURPOSE: Introduction of abbreviation cm.

You'll need your centimetre ruler for this.

Measure this mark.



The length is between

8 and _____ cm

Now measure this mark.

The length is between

_____ and _____ cm

Keep going.

_____ and _____ cm

_____ and _____ cm

_____ and _____ cm

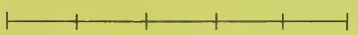
_____ and _____ cm

_____ and _____ cm

PURPOSE: Measuring with centimetres.

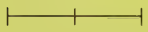
name_____

Ring your answers.

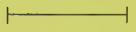


This is 5 cm long.

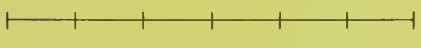
Is this nearer to 4 cm or 5 cm?



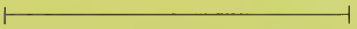
This is 2 cm long.



Is this nearer to I cm or 2 cm?



This is 6 cm long.

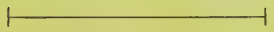


Is this nearer to 5 cm or 6 cm?

You can say, "It is nearer to 5 centimetres" or "It is about 5 centimetres long."

Now use your centimetre ruler.

This is about _____ cm long.



This is about _____ cm long.

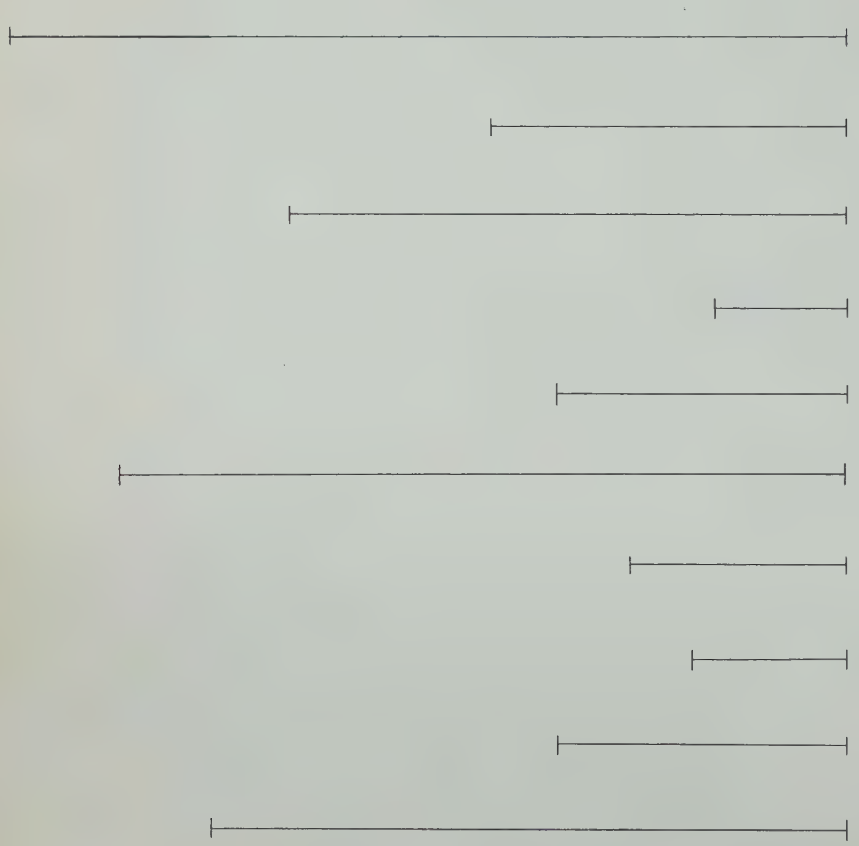
This is about _____ cm long.

This is about _____ cm long.

 PURPOSE: Measuring to the nearest centimetre.

You will need your centimetre ruler for this.

Which measurement is nearer? Ring the right answer.



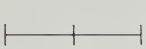
	Is it nearer to
	12 cm or 13 cm?
	5 cm or 6 cm?
	8 cm or 9 cm?
	2 cm or 3 cm?
	4 cm or 5 cm?
	11 cm or 12 cm?
	3 cm or 4 cm?
	2 cm or 3 cm?
	4 cm or 5 cm?
	9 cm or 10 cm?

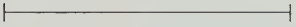
PURPOSE: Measuring to the nearest centimetre.

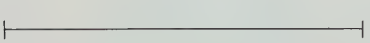
name_____

Measure to the nearest cm.

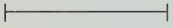
The first one is done for you.

 This is about 2 cm long.

 This is about _____ long.

 This is about _____ long.

 This is about _____ long.

 This is about _____ long.

 This is about _____ long.

 This is about _____ long.

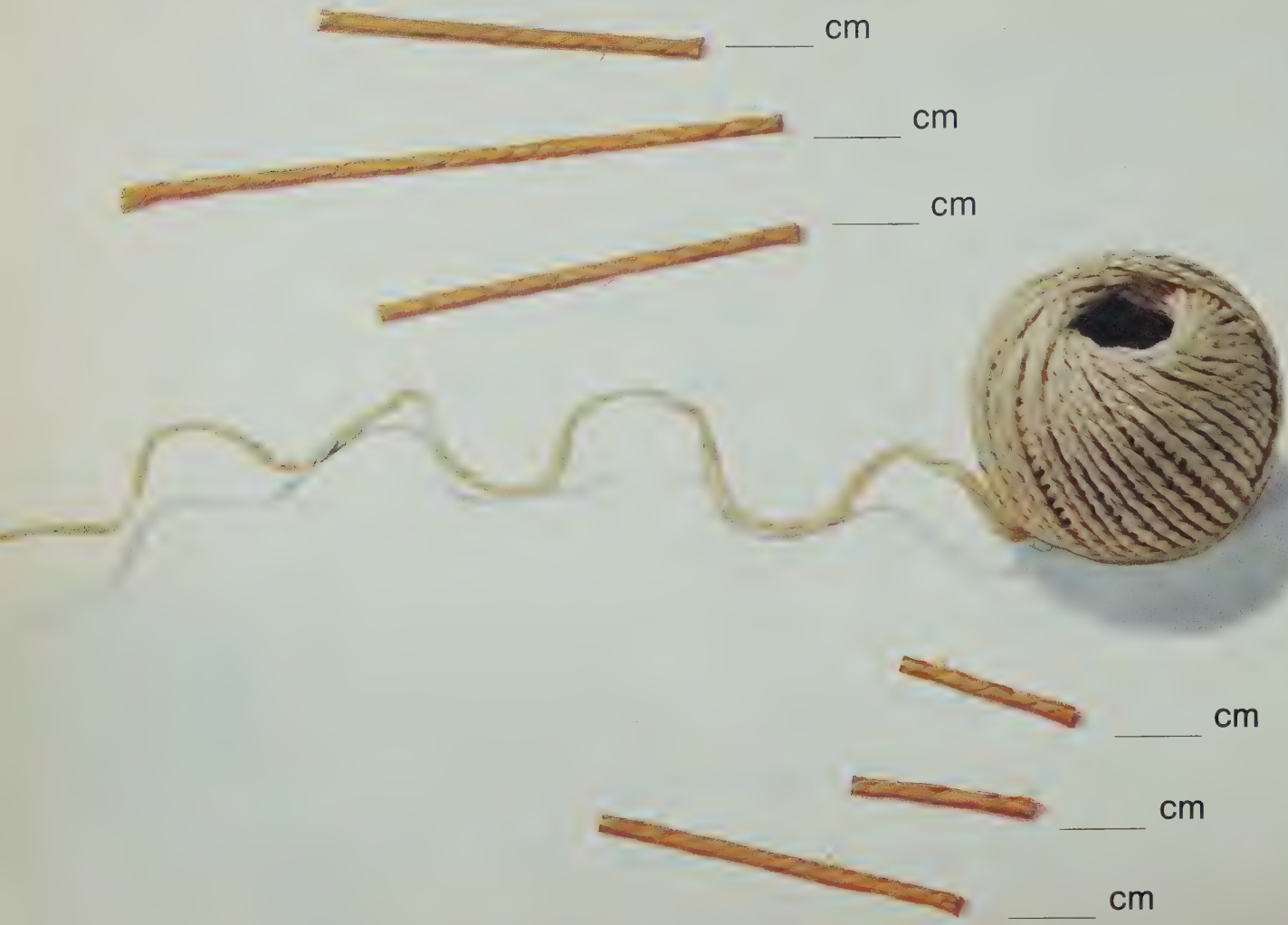
 This is about _____ long.

 This is about _____ long.

 This is about _____ long.

PURPOSE: Measuring to the nearest centimetre.

Measure with your centimetre ruler.
Measure to the nearest centimetre.



_____ cm

_____ cm

_____ cm

_____ cm

_____ cm

_____ cm

PURPOSE: Progress check – measuring.

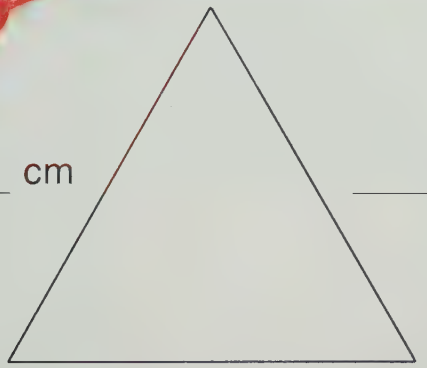
name _____

Sam had a problem. He was supposed to put red trim on each side of this square.

He used his cm ruler. He measured one side. He decided the square was 5 cm. He cut 5 cm of trim. That wasn't enough for all sides! How much trim did he really need?

_____

Measure each of the sides. Then find the distance around.



_____ cm

_____ cm

_____ cm

_____ cm around

_____ cm

_____ cm

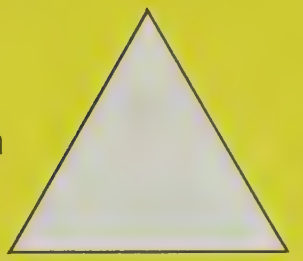
_____ cm

_____ cm

_____ cm around

PURPOSE: Introduction to distance as a length.

Measure each of the sides. Then find the distance around.



_____ cm _____ cm

_____ cm

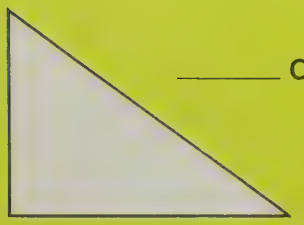
_____cm around

_____ cm

_____ cm _____ cm

_____ cm

_____ cm around

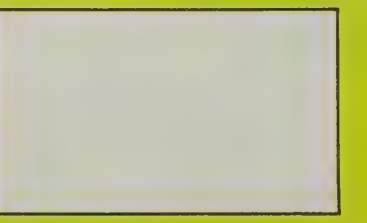


_____ cm

_____ cm _____ cm

_____ cm

_____cm around



_____ cm

_____ cm _____ cm

_____ cm

_____ cm around

PURPOSE: Practice in measuring around 2-D shapes.

name _____

You can measure things that are not flat too.

Get some string. Put the string around the object you want to measure. Mark where the ends of the string meet. Lay the string down and measure its length with a ruler.

Use string and your ruler to measure the distance around each of these objects. Write the nearest number of units.

A Can	_____ cm	Your Finger	_____ cm
A Box	_____ cm	Your Neck	_____ cm
A Jar	_____ cm	Your Arm	_____ cm
A Bottle	_____ cm	Your Knee	_____ cm
A Potatoes	_____ cm	Your Ankle	_____ cm

 PURPOSE: Measuring length around objects.

To measure short lengths, you use a ruler.
You might find one that is 30 cm long.
You might find one that is 20 cm long.
It is always called a ruler.

FIND A RULER.

How long is your reading book? _____

How long is your middle finger? _____

How long is a chalkboard eraser? _____

How long is your pencil? _____

How long is the ruler? _____

For longer lengths you can use a ruler that is 100 cm long. It is called a metrestick.

FIND A METRESTICK.

How tall is your desk? _____

How wide is the table? _____

How long is your arm? _____

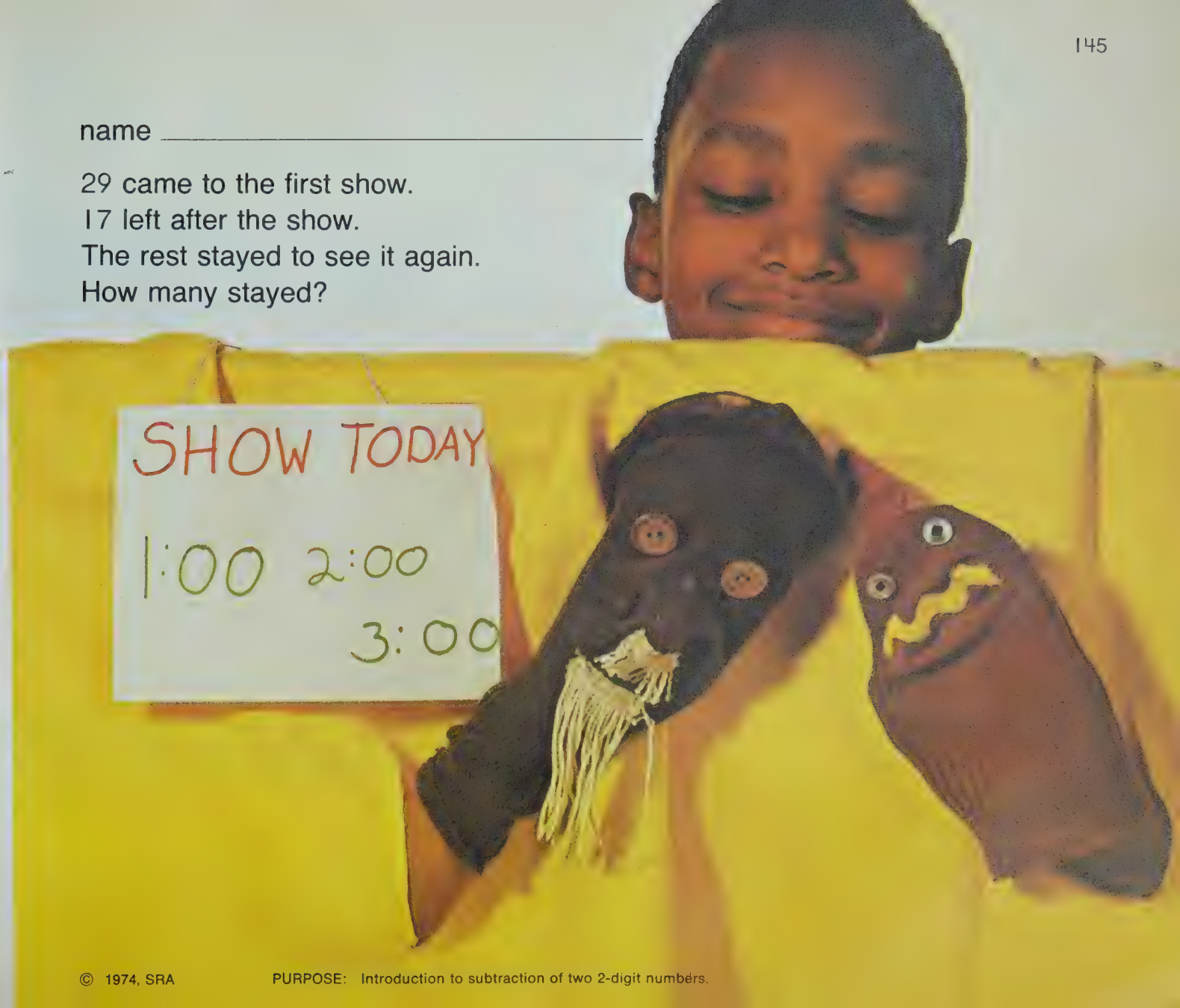
How tall is the wastebasket? _____

How long is the stick? _____

PURPOSE: Checkout—standard measuring devices.

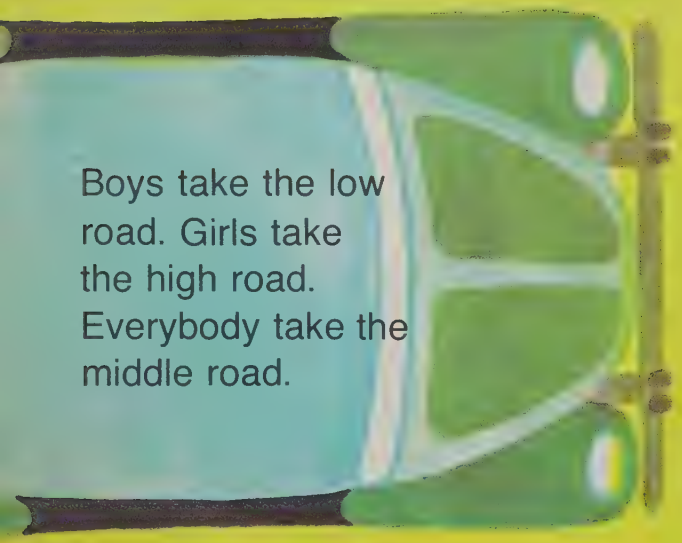
name _____

29 came to the first show.
17 left after the show.
The rest stayed to see it again.
How many stayed?



PURPOSE: Introduction to subtraction of two 2-digit numbers.

$$\begin{array}{r} 13 \\ -\ 4 \\ \hline \end{array} \qquad \begin{array}{r} 12 \\ -\ 9 \\ \hline \end{array} \qquad \begin{array}{r} 11 \\ -\ 7 \\ \hline \end{array} \qquad \begin{array}{r} 15 \\ -\ 8 \\ \hline \end{array} \qquad \begin{array}{r} 11 \\ -\ 6 \\ \hline \end{array} \qquad \begin{array}{r} 11 \\ -\ 5 \\ \hline \end{array} \qquad \begin{array}{r} 13 \\ -\ 8 \\ \hline \end{array} \qquad \begin{array}{r} 14 \\ -\ 8 \\ \hline \end{array}$$



Boys take the low road. Girls take the high road. Everybody take the middle road.

$$\begin{array}{r} 17 \\ -\ 8 \\ \hline \end{array} \qquad \begin{array}{r} 13 \\ -\ 9 \\ \hline \end{array} \qquad \begin{array}{r} 10 \\ -\ 2 \\ \hline \end{array} \qquad \begin{array}{r} 11 \\ -\ 9 \\ \hline \end{array}$$

$$\begin{array}{r} 17 \\ -\ 9 \\ \hline \end{array} \qquad \begin{array}{r} 15 \\ -\ 6 \\ \hline \end{array} \qquad \begin{array}{r} 16 \\ -\ 8 \\ \hline \end{array} \qquad \begin{array}{r} 12 \\ -\ 5 \\ \hline \end{array}$$

$$\begin{array}{r} 15 \\ -\ 7 \\ \hline \end{array} \qquad \begin{array}{r} 13 \\ -\ 5 \\ \hline \end{array} \qquad \begin{array}{r} 15 \\ -\ 9 \\ \hline \end{array} \qquad \begin{array}{r} 12 \\ -\ 7 \\ \hline \end{array} \qquad \begin{array}{r} 16 \\ -\ 9 \\ \hline \end{array} \qquad \begin{array}{r} 14 \\ -\ 5 \\ \hline \end{array} \qquad \begin{array}{r} 13 \\ -\ 7 \\ \hline \end{array} \qquad \begin{array}{r} 12 \\ -\ 8 \\ \hline \end{array}$$

PURPOSE: Review of subtraction facts.

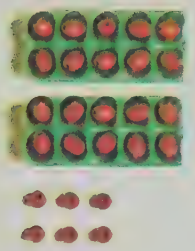
name _____

Pick any three sets of subtraction exercises.

7 − 6	5 − 0	8 − 3	5 − 3
8 − 1	7 − 4	8 − 4	7 − 2
11 − 4	12 − 6	10 − 3	13 − 7
15 − 9	14 − 6	16 − 9	12 − 7

10 − 4	13 − 8	11 − 6	11 − 5
14 − 7	14 − 9	13 − 6	15 − 7
15 − 6	18 − 9	12 − 4	17 − 8
13 − 4	16 − 7	15 − 8	13 − 9

PURPOSE: Subtraction practice.



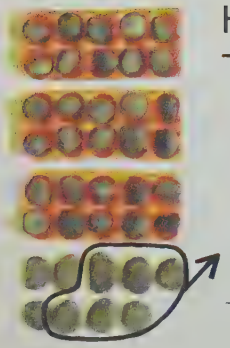
How many ten-trays? _____

How many more? _____

Ring 5. Take them away.
How many ten-trays remain? _____

How many more? _____

	tens	ones
2 tens 6 →	2	6
– 5 →	–	5
2 tens 1 →	2	1



Here are 3 ten-trays and 9 more.
The ring shows 6 being taken away.

	tens	ones
3 tens 9 — to start with →	3	9
– 6 — taken away →	–	6
_____ tens _____ How many remain? →		remain

TRY THESE.

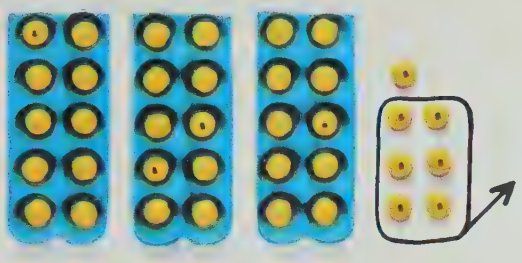
tens	ones	
4	5	to start with
–	4	taken away
		remain

tens	ones	
2	7	to start with
–	3	taken away
		remain

tens	ones	
3	8	to start with
–	6	taken away
		remain

PURPOSE: Introduction to subtraction of a 1-digit number from a 2-digit number.

name _____



3 tens 7 — to start with → tens 3 | ones 7

− 6 — taken away → − 6

3 tens 1 — remain → 3 | 1

How many remain?

tens	ones
4	5
−	4

tens	ones
2	8
−	5

tens	ones
4	9
−	8

tens	ones
5	3
−	3

tens	ones
2	9
−	6

tens	ones
6	7
−	6

tens	ones
3	9
−	2

tens	ones
2	3
−	2

tens	ones
1	8
−	3

tens	ones
8	7
−	6

2 cartons of ten and 6 more too.

She took 5 and left _____ for you.

3 packages of ten and 9 more too.
He took 39, and that made me blue.

Why? _____

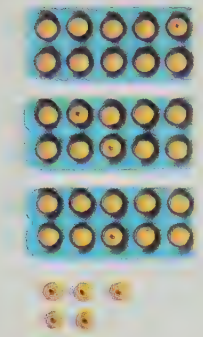
PURPOSE: Subtracting a 1-digit number from a 2-digit number.

If your last name starts with the letter A, B, C, D, E, F, G, H, I, J, K, or L, do the first two rows.
If your last name starts with another letter, do the last two rows.

23 − 1	46 − 4	38 − 5	57 − 5	25 − 5
19 − 8	48 − 2	27 − 4	38 − 7	64 − 3
39 − 9	22 − 1	47 − 6	51 − 0	34 − 2
28 − 6	19 − 6	75 − 3	93 − 3	89 − 7

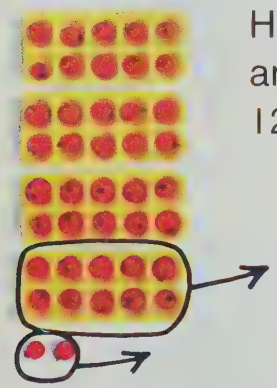
PURPOSE: Practice in subtraction with no renaming.

name _____



How many?
Ring 2 tens and 5.
Take them away.
How many tens remain?
How many more?

	tens	ones
3 tens 5	3	5
− 2 tens 5	− 2	5
1 ten 0	1	0



Here are 4 ten-trays
and 2 more.
12 taken away.

	tens	ones
4 tens 2	4	2
− 1 ten 2	− 1	2
____ tens ____		

to start with
away
These remain

TRY THESE.

tens	ones	
3	7	to start with
− 2	7	taken away
		remain

tens	ones	
5	3	to start with
− 3	3	taken away
		remain

tens	ones	
5	6	to start with
− 1	6	taken away
		remain

PURPOSE: Introduction to subtraction of two 2-digit numbers.

Do any 3 of the FOUR rows

34 − 24	25 − 25	56 − 16	91 − 41	54 − 34
51 − 41	83 − 43	67 − 57	39 − 19	38 − 38
77 − 27	62 − 42	49 − 19	66 − 16	92 − 92
43 − 23	71 − 11	88 − 38	64 − 34	75 − 55

Do you see
a hard problem
in the row
that you skipped?

PURPOSE: Practice in subtraction of 2-digit numbers.

name _____

A store counted all the cans of vegetables on the shelf.
The owner attached a sheet of paper with the number of each item.

The café got this:

20 CANS CARROTS
20 CANS CORN
10 CANS TOMATOES
30 CANS PEAS
30 CANS POTATOES
30 CANS BEANS

How many remained on the shelf?

_____ cans carrots

_____ cans corn

_____ cans tomatoes

_____ cans peas

_____ cans potatoes

_____ cans beans

Then a lady wanted 10 cans of potatoes and 10 cans of beans.

Could she get them at this store? _____

PURPOSE: Subtracting in story situations.

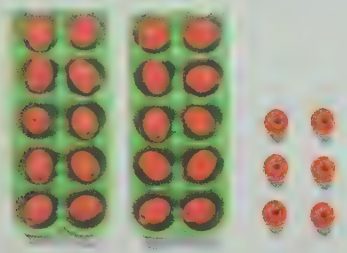
The jars were in boxes. Each full box had 10 jars.

There were 3 full boxes, and 1 box had only 4.
Bob needed 12 jars. He took a full box
and 2 out of the opened box.

How many full boxes remained? _____

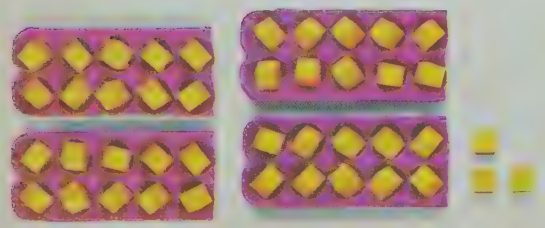
How many more jars? _____

Record what is happening.



How many in all?
Ring 14 and take them away.
How many remain?

tens	ones
2	6
− 1	4



How many in all?
Ring 22 and take them away.
How many remain?

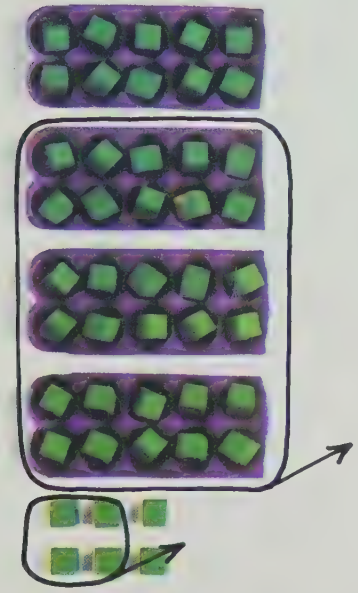
tens	ones

PURPOSE: Subtracting in story situations.

name _____

People with blue eyes do the first two rows. Everyone else do the last two rows.

29 − 18	33 − 21	47 − 34	56 − 26	65 − 43
78 − 50	94 − 52	88 − 24	39 − 32	98 − 75
88 − 16	78 − 62	86 − 72	56 − 55	96 − 41
79 − 19	98 − 33	97 − 60	54 − 41	67 − 33



46 ← to start with
− 34 ← taken away
← remain

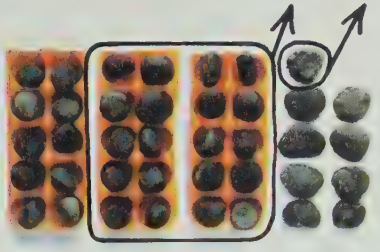
PURPOSE: Practice in subtraction of 2-digit numbers.

Do your best on this page.

80 − 70	90 − 10	44 − 13	86 − 34
52 − 20	75 − 30	38 − 25	73 − 51
95 − 74	57 − 36	92 − 62	65 − 35
78 − 46	69 − 24	77 − 72	69 − 63

PURPOSE: Progress check—subtraction.

name _____



$$\begin{array}{r} 39 \\ -\ 21 \\ \hline \end{array}$$

to start with
taken away
remain

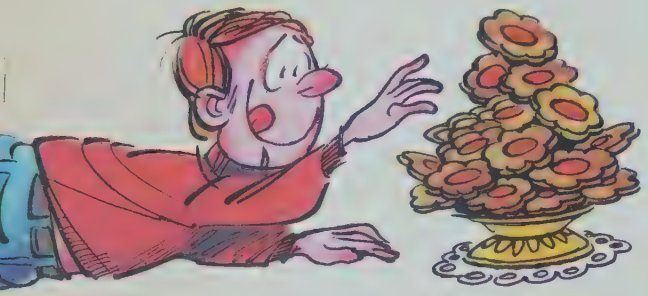
Find the hardest problem in each row. Put a ring around it.
Complete all the others.

$\begin{array}{r} 27 \\ -\ 14 \\ \hline \end{array}$	$\begin{array}{r} 46 \\ -\ 23 \\ \hline \end{array}$	$\begin{array}{r} 68 \\ -\ 57 \\ \hline \end{array}$	$\begin{array}{r} 71 \\ -\ 10 \\ \hline \end{array}$	$\begin{array}{r} 59 \\ -\ 24 \\ \hline \end{array}$	$\begin{array}{r} 62 \\ -\ 40 \\ \hline \end{array}$
$\begin{array}{r} 59 \\ -\ 42 \\ \hline \end{array}$	$\begin{array}{r} 49 \\ -\ 17 \\ \hline \end{array}$	$\begin{array}{r} 87 \\ -\ 13 \\ \hline \end{array}$	$\begin{array}{r} 58 \\ -\ 34 \\ \hline \end{array}$	$\begin{array}{r} 96 \\ -\ 12 \\ \hline \end{array}$	$\begin{array}{r} 76 \\ -\ 56 \\ \hline \end{array}$
$\begin{array}{r} 47 \\ -\ 36 \\ \hline \end{array}$	$\begin{array}{r} 89 \\ -\ 68 \\ \hline \end{array}$	$\begin{array}{r} 83 \\ -\ 52 \\ \hline \end{array}$	$\begin{array}{r} 98 \\ -\ 62 \\ \hline \end{array}$	$\begin{array}{r} 94 \\ -\ 54 \\ \hline \end{array}$	$\begin{array}{r} 76 \\ -\ 21 \\ \hline \end{array}$

PURPOSE: Subtraction practice.

Complete.

5 girls were each supposed to make at least 48 cookies for a bake sale. Find out how many cookies each girl had yet to make.



	Number of cookies to make	Number made	Number to make
Jan	48	12	
Betty	48	24	
Judy	48	36	
Kay	48	48	
Eve	48	0	

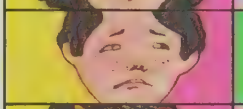
SUBTRACT

97 − 75	96 − 74	95 − 73	94 − 72	93 − 71	92 − 70
87 − 65	86 − 54	85 − 43	84 − 32	83 − 21	82 − 10

PURPOSE: Subtraction practice.

name _____

Everybody was supposed
to sell tickets.
Everybody started with
100 tickets.
Some had sold some tickets.

	Number to sell on Monday	Number sold by Friday	Number yet to sell
	75	64	
	52	11	
	49	38	
	64	62	
	86	55	
	23	13	
	81	70	
	10	10	
	37	26	

Ring who sold the
most last week.
Make tears for the
one who has the most
yet to sell.

 PURPOSE: Subtraction practice.

Do as *few* problems as necessary to earn a blue ribbon for subtraction.

84 − 11	27 − 15	51 − 21	36 − 24	45 − 32	87 − 52	88 − 72
48 − 23	58 − 12	64 − 53	55 − 33	76 − 25	59 − 37	89 − 68
72 − 41	63 − 22	49 − 16	99 − 78	54 − 34	67 − 42	79 − 38
43 − 31	78 − 26	37 − 14	65 − 44		75 − 35	69 − 57
94 − 82	66 − 56	74 − 71	89 − 51	68 − 17	86 − 41	97 − 46

PURPOSE: Subtraction practice.

name _____

Ring the subtraction that you cannot show on this number line.

6 − 3	6 − 8	6 − 0	6 − 6	6 − 7	6 − 5	What is the greatest number you can subtract from 6?
8 − 0	8 − 9	8 − 5	8 − 2	8 − 8	8 − 7	What is the greatest number you can subtract from 8?
9 − 4	9 − 8	9 − 6	9 − 1	9 − 9	9 − 0	What is the greatest number you can subtract from 9?

What do you think is the greatest number you can subtract from 1? _____
Check and see if you are right.
What numbers can you subtract from 0? _____ Are you sure? _____

PURPOSE: Special review of subtraction facts.

To connect the dots, complete each row of problems below. Start at the dot having the same number as your first answer. Draw a line to the dot for your second answer. Keep going until you reach your last answer.

87 − 87	77 − 35	96 − 44			
92 − 32	88 − 16	99 − 8	98 − 23	94 − 0	88 − 20
87 − 21	69 − 21	59 − 30	67 − 40	57 − 22	98 − 44

name _____

5 boys went to a carnival. They each took some money with them. They each spent some money. Find out how much money they had left when it was time to go home.

Money to start with	Money spent	Money to take home
Jim 48 cents	25 cents	cents
Jake 35 cents	32 cents	cents
Doug 57 cents	45 cents	cents
Bill 40 cents	35 cents	cents
Pete 65 cents	65 cents	cents

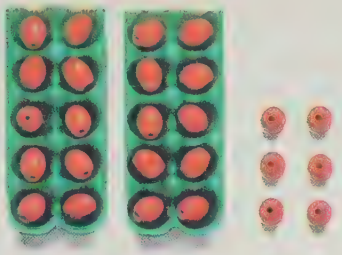
PURPOSE: Subtraction practice.

PURPOSE: Exploring addition with renaming.

name _____

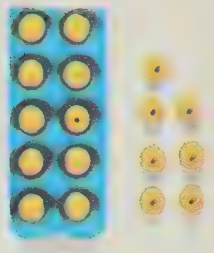
How many ten-trays? _____

How many more? _____



2 tens 6

Add 17 more



1 ten 7

Are there 3 tens 13 in all? _____ Can 10 of the 13 fill another ten-tray? _____

Now how many ten-trays? _____ How many more? _____

	tens	ones
	2	6
+	1	7
	1	3
	3	
	4	3

2 tens 6
+ 1 ten 7
3 tens 13

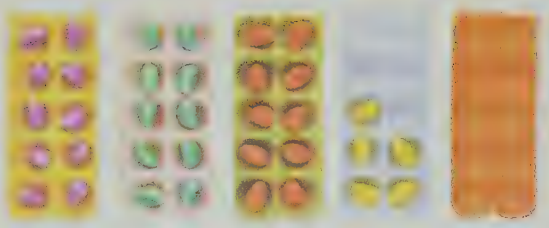
How many tens and ones in 13?
How many tens?
How many in all?

	tens	ones
	1	5
+	1	9

1 ten 5
+ 1 ten 9
2 tens 14

How many tens and ones in 14?
How many tens?
How many in all?

PURPOSE: Introduction to addition with renaming.



How many full ten-trays? _____

How many more? _____

How many in all? _____

Add 16 more to the picture.
Now how many
full ten-trays? _____

How many more? _____

How many in all? _____

3 tens 5
+ 1 ten 6
4 tens 11 — How many tens and ones in 11? → 1 1
How many tens? → 4
How many in all? → 5 1

3 5
+ 1 6
1 1
4
5 1

Use your ten-trays for help.

tens	ones	
1	7	
+ 1	5	
	12	Add the ones.
2		Add the tens.
		How many in all?

tens	ones	
1	8	
+ 1	4	
		Add the ones.
		Add the tens.
		How many in all?

tens	ones	
4	7	
+ 1	7	
		Add the ones.
		Add the tens.
		How many in all?

name _____

Sam had 1 box of ten and 7 more.
Jan had 2 boxes of ten and 4 more.
How many did they have in all?

1 ten 7
+ 2 tens 4
3 tens 11

1 7
+ 2 4
1 1
3
4 1

2 6
+ 3 5
_____

Add the tens

How many in all?

2 4
+ 3 8
_____

Add the tens

How many in all?

6 3
+ 1 9
_____

How many in all?

PURPOSE: Addition practice.

3 tens 6
+ 1 ten 8
4 tens 14

tens	ones
3	6
+ 1	8
1	4
4	
5	4

tens	ones
3	4
+ 3	8

Add the ones.

Add the tens.

How many in all?

tens	ones
6	5
+ 2	7

tens	ones
4	6
+ 3	7

tens	ones
3	8
+ 2	5

tens	ones
2	3
+ 6	8

tens	ones
7	2
+ 1	9

tens	ones
3	9
+ 1	5

PURPOSE: Addition practice.

name _____

tens	ones
1	7
+ 2	4

Add the ones.

Add the tens.

How many in all?

tens	ones
6	7
+ 1	9

collected 27.

collected 19.

How many in all?

tens	ones
2	7
+ 1	9

Add the ones.

Add the tens.

How many in all?

add

49 steps east.
36 steps north.
How far in all?

tens	ones
4	9
+ 3	6

Add the ones.

Add the tens.

How many in all?

45 in one bag.
5 in another bag.
How many in all?

tens	ones
4	5
+	5

Add ones.

Surprise!
5 + 5 is 1 ten 0 ones.

Add tens.

How many in all?

PURPOSE: Addition practice.

ADD

tens	ones
3	4
+ 2	6

tens	ones
6	5
+ 2	5

tens	ones
5	2
+ 3	8

tens	ones
2	5
+ 6	5

tens	ones
2	6
+ 2	6

tens	ones
2	3
+ 6	9

tens	ones
4	8
+ 1	4

tens	ones
3	9
+ 4	3

tens	ones
3	5
+ 2	5

tens	ones
3	5
+ 3	5

tens	ones
3	7
+ 3	4

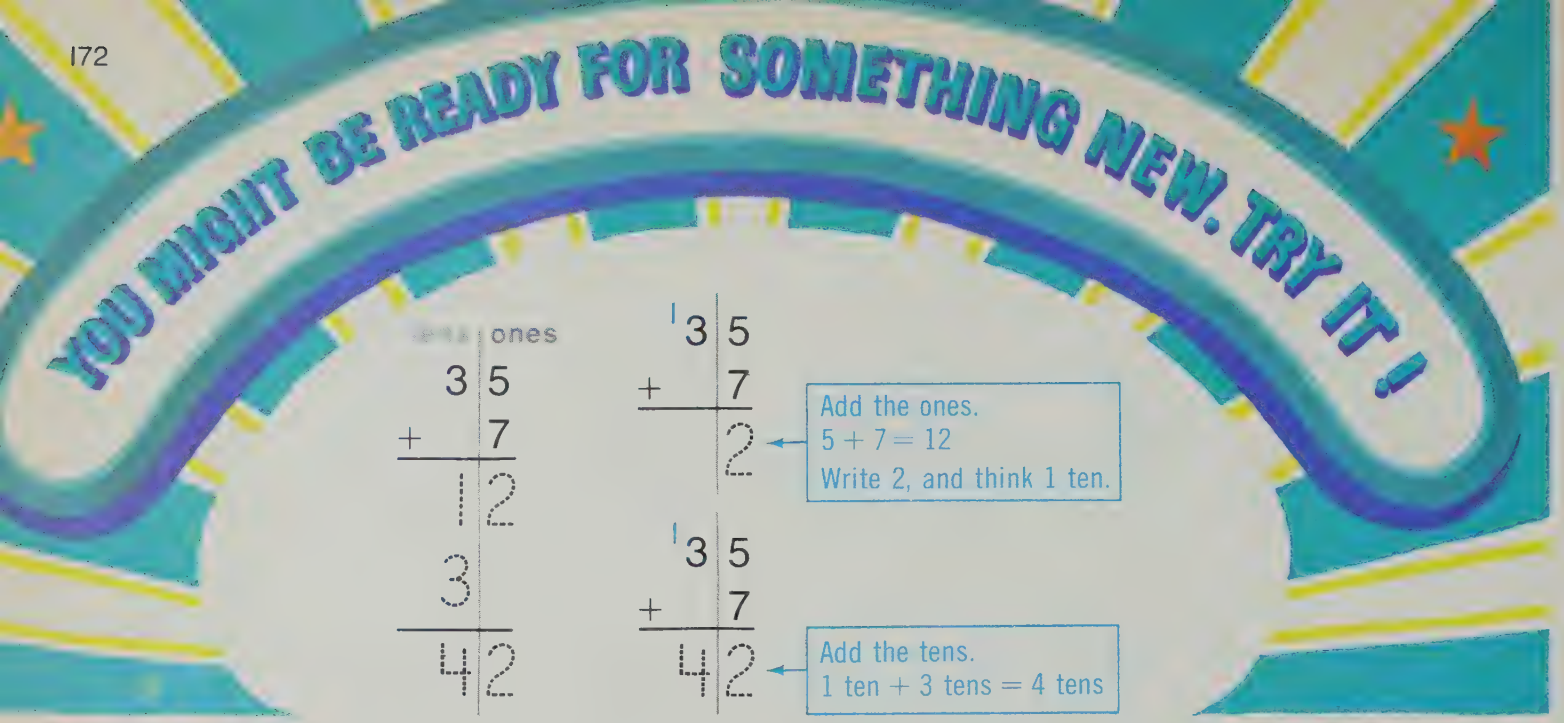
tens	ones
5	7
+ 3	6

PURPOSE: Addition practice.

name _____

53 + 28 _____	48 + 7 _____	35 + 29 _____	18 + 26 _____	48 + 8 _____	29 + 23 _____
45 + 45 _____	52 + 19 _____	69 + 19 _____	15 + 68 _____	28 + 9 _____	47 + 24 _____

PURPOSE: Addition practice.



	ones
	3 5
+	7
	1 2
	3
	4 2

$$\begin{array}{r} {}^{1}3\,5 \\ +\ \ 7 \\ \hline 4\,2 \end{array}$$

Add the ones.
$5 + 7 = 12$
Write 2, and think 1 ten.

Add the tens.
1 ten + 3 tens = 4 tens

$$\begin{array}{rr} & 4\,6 \\ + & 7 \\ \hline \end{array} \qquad \begin{array}{rr} & 2\,7 \\ + & 9 \\ \hline \end{array} \qquad \begin{array}{rr} & 5\,2 \\ + & 8 \\ \hline \end{array} \qquad \begin{array}{rr} & 4\,1 \\ + & 9 \\ \hline \end{array} \qquad \begin{array}{rr} & 3\,8 \\ + & 5 \\ \hline \end{array}$$

$$\begin{array}{rr} & 6\,3 \\ + & 8 \\ \hline \end{array} \qquad \begin{array}{rr} & 2\,7 \\ + & 7 \\ \hline \end{array} \qquad \begin{array}{rr} & 3\,8 \\ + & 9 \\ \hline \end{array} \qquad \begin{array}{rr} & 4\,3 \\ + & 7 \\ \hline \end{array} \qquad \begin{array}{rr} & 7\,6 \\ + & 6 \\ \hline \end{array}$$

PURPOSE: Introduction to the short form for addition.

name _____

tens	ones
2	4
+ 3	8
12	
5	
6	2

$$\begin{array}{r} {}^{1}2\,4 \\ +\ 3\,8 \\ \hline 2 \end{array}$$

Add the ones.
4 + 8 = 12
Write 2, and think 1 ten.

$$\begin{array}{r} {}^{1}2\,4 \\ +\ 3\,8 \\ \hline 62 \end{array}$$

Add the tens.
1 ten + 2 tens + 3 tens = 6 tens

ADD

$$\begin{array}{r} 27 \\ +\ 45 \\ \hline \end{array} \qquad \begin{array}{r} 44 \\ +\ 39 \\ \hline \end{array} \qquad \begin{array}{r} 32 \\ +\ 28 \\ \hline \end{array} \qquad \begin{array}{r} 49 \\ +\ 44 \\ \hline \end{array} \qquad \begin{array}{r} 63 \\ +\ 18 \\ \hline \end{array}$$

$$\begin{array}{r} 58 \\ +\ 37 \\ \hline \end{array} \qquad \begin{array}{r} 54 \\ +\ 27 \\ \hline \end{array} \qquad \begin{array}{r} 19 \\ +\ 19 \\ \hline \end{array} \qquad \begin{array}{r} 17 \\ +\ 56 \\ \hline \end{array} \qquad \begin{array}{r} 60 \\ +\ 29 \\ \hline \end{array}$$

PURPOSE: Introduction to the short form for addition (continued).

Add

39 + 9	63 + 6	48 + 4	37 + 8	75 + 9	43 + 38
56 + 27	39 + 42	16 + 78	25 + 47	56 + 19	27 + 27

Add to complete each [illegible]

+		
6	4	
3	82	

+		
6	16	
26	36	

+		
37	19	
23	20	

+		
29	17	
38	12	

PURPOSE: Progress check—addition.

name _____

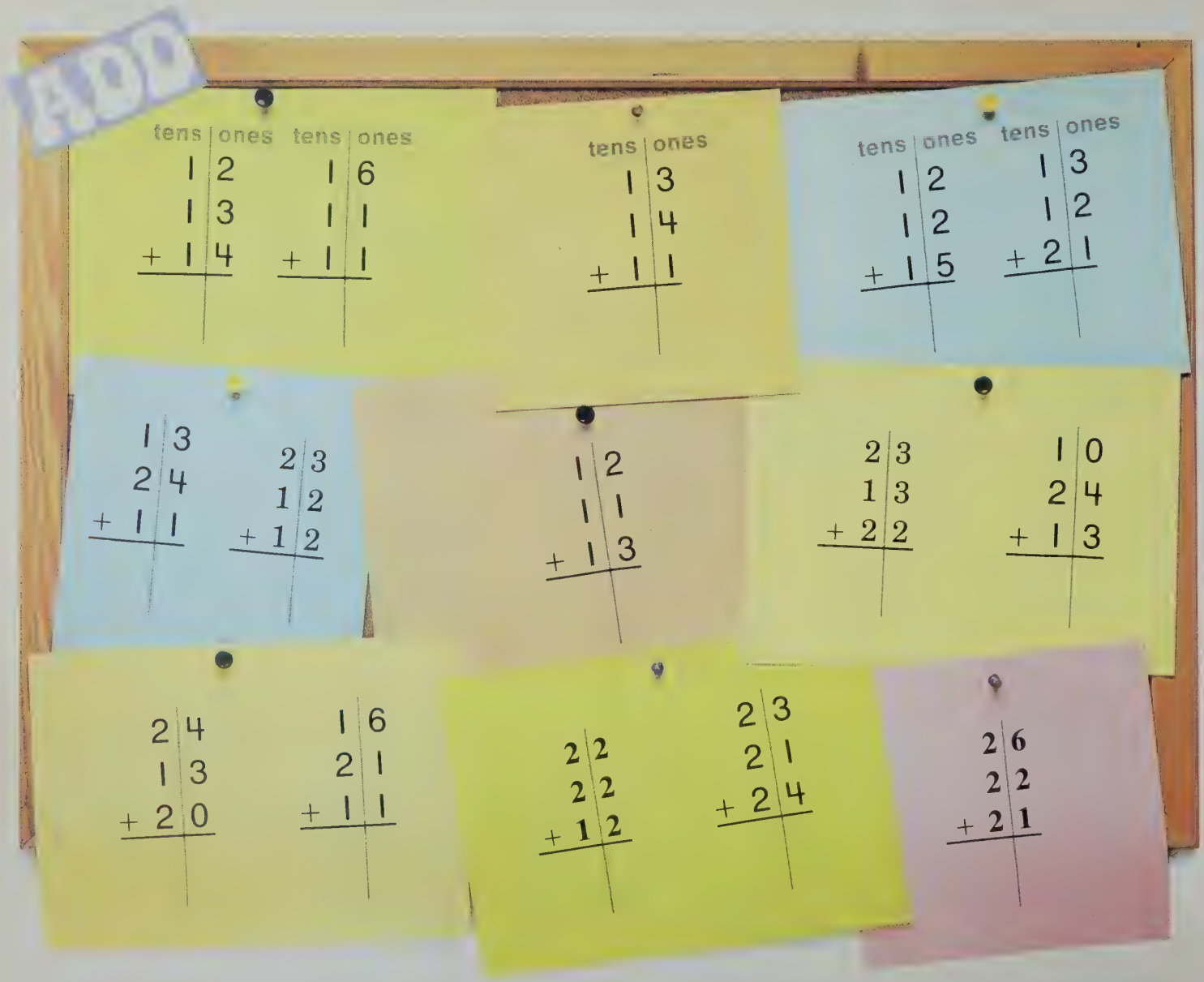
Add

30	60	40
20	10	20
+ 40	+ 20	+ 20

30	40
30	40
+ 30	+ 10

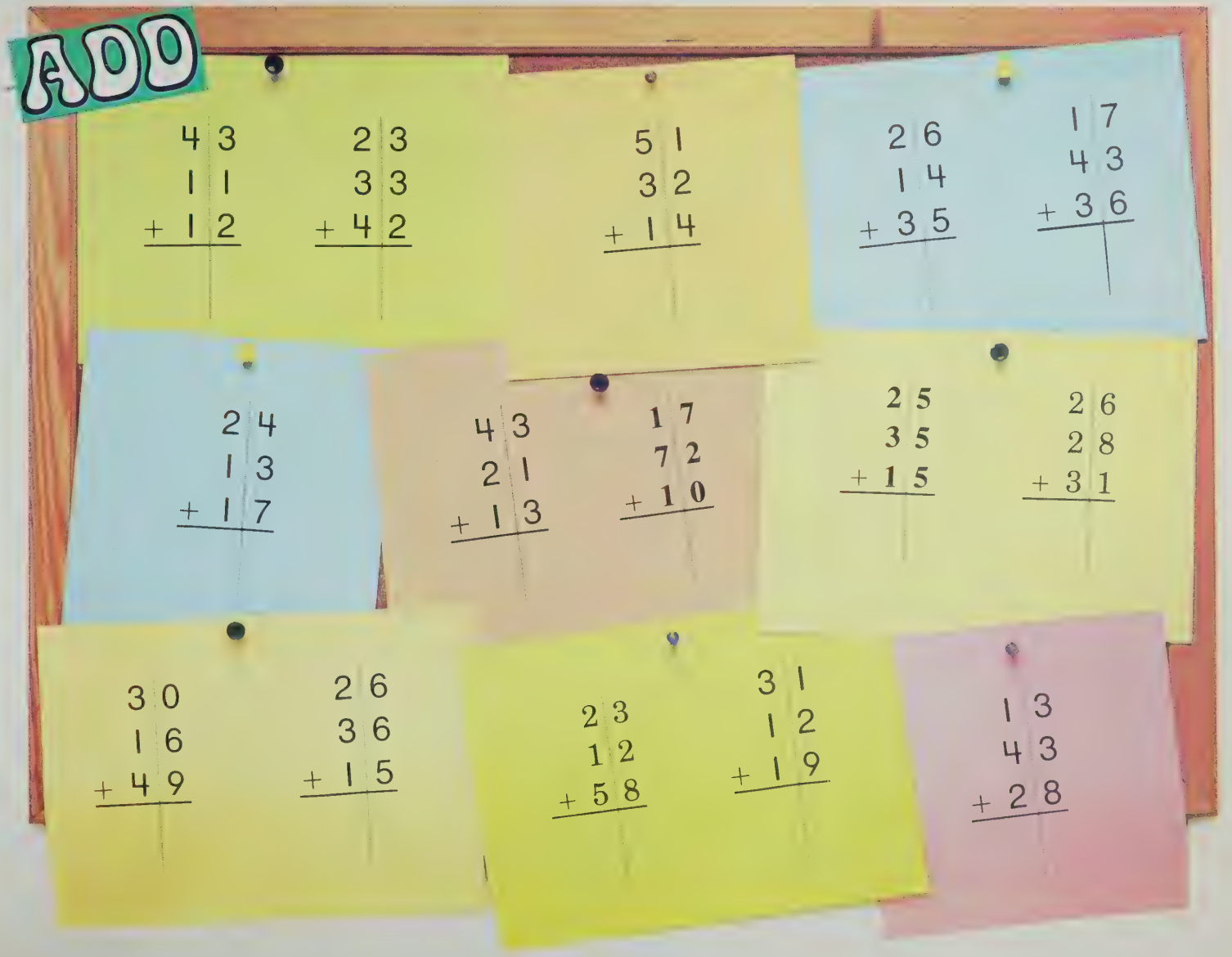
Complete the addition target.

PURPOSE: Addition with three multiples of ten.



PURPOSE: Addition with three 2-digit numbers.

name _____



PURPOSE: Addition with three 2-digit numbers.

Ring any three numbers
next to each other
on the top rock
that name
90.

70	20	10	40	40	10	20	60	10
10	30	20	40	20	60	10	10	50
10	20	60	20	40	20	30	20	10
30	40	20	30	30	20	50	20	30

LOOK BACK. Did you look for three numbers in a column too?

Bill made 2.
Then he made 20.
And then 40 more.
How many in all?

$$\begin{array}{r} 2 \\ 20 \\ +\ 40 \\ \hline \end{array}$$

Jill got 11.
Then 5 more.
Then 3 more.
How many in all?

$$\begin{array}{r} 11 \\ 5 \\ +\ 3 \\ \hline \end{array}$$

Dan sold 15.
Then he sold 10 more.
And then 9 more.
How many in all?

$$\begin{array}{r} 15 \\ 10 \\ +\ 9 \\ \hline \end{array}$$

Nan bought 25.
Then she bought 25 more.
And then 1 more.
How many in all?

$$\begin{array}{r} 25 \\ 25 \\ +\ 1 \\ \hline \end{array}$$

Jay put up 35.
Then he put up 9 more.
And then 20 more.
How many in all?

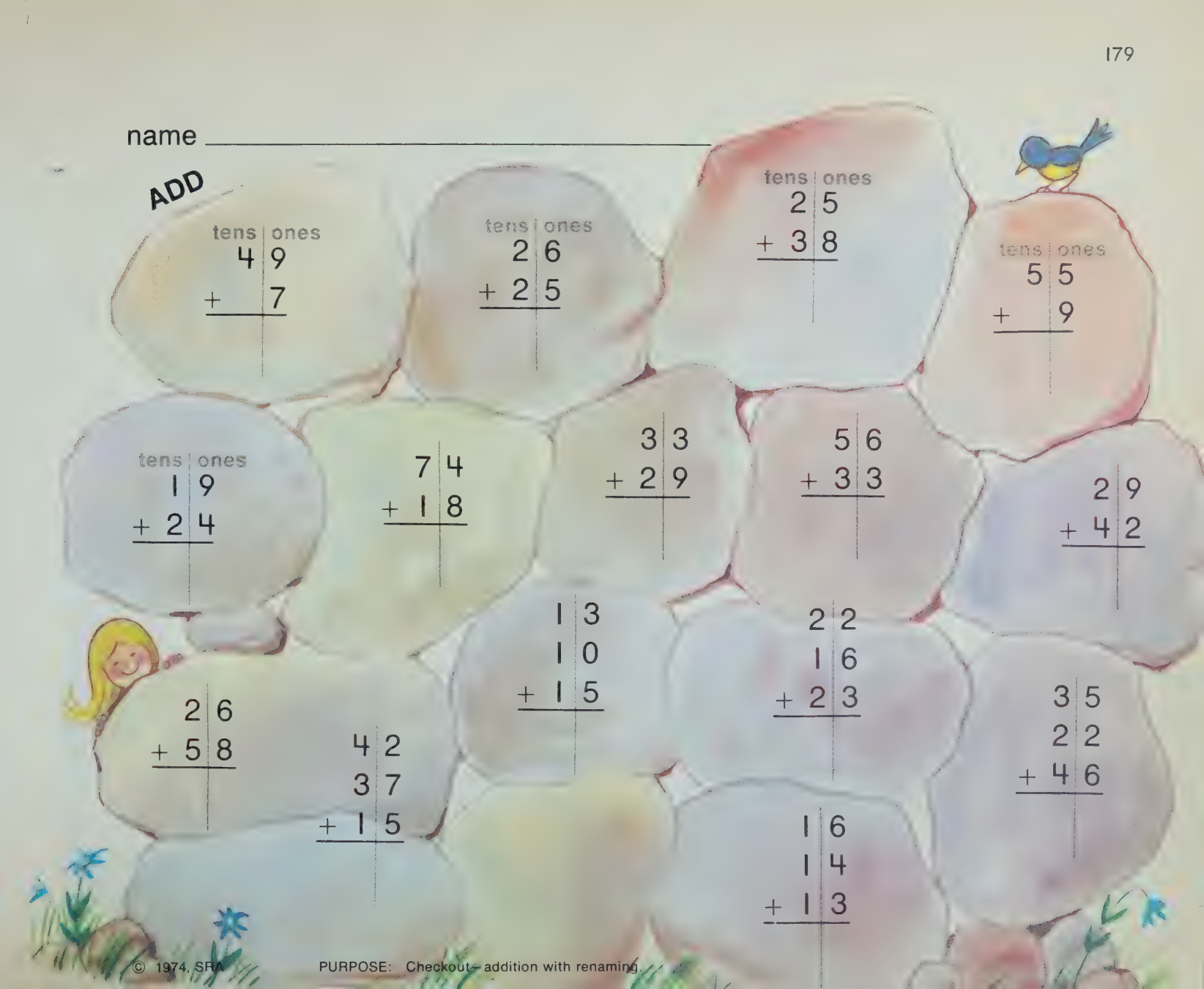
$$\begin{array}{r} 35 \\ 9 \\ +\ 20 \\ \hline \end{array}$$

May picked 8.
Then she picked 37 more.
And then 15 more.
How many in all?

$$\begin{array}{r} 8 \\ 37 \\ +\ 15 \\ \hline \end{array}$$

PURPOSE: Addition practice with three numbers.

name _____



ADD

tens	ones
4	9
+	7

tens	ones
2	6
+ 2	5

tens	ones
2	5
+ 3	8

tens	ones
5	5
+	9

tens	ones
1	9
+ 2	4

7	4
+ 1	8

3	3
+ 2	9

5	6
+ 3	3

2	9
+ 4	2

2	6
+ 5	8

4	2
3	7
+ 1	5

1	3
1	0
+ 1	5

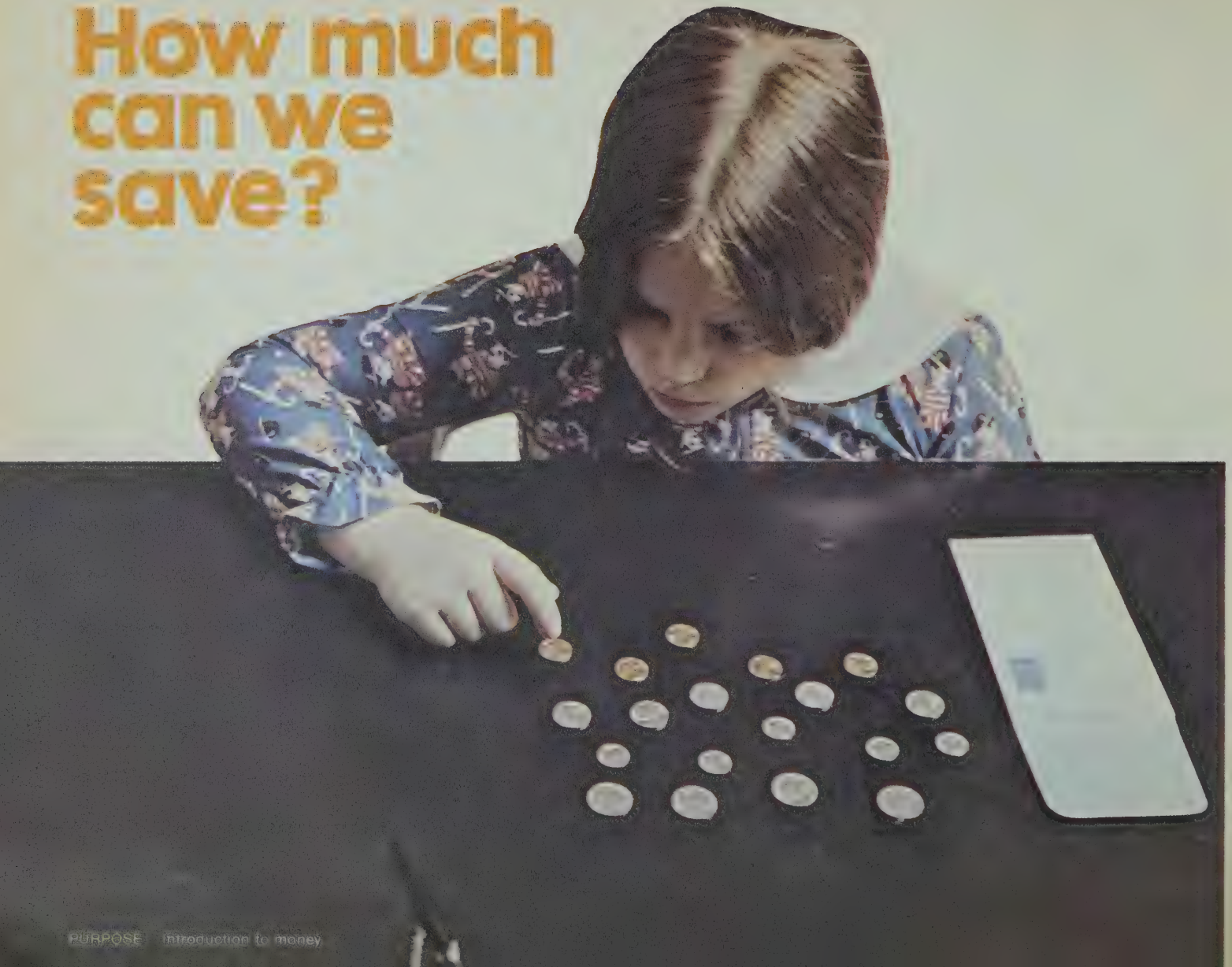
2	2
1	6
+ 2	3

3	5
2	2
+ 4	6

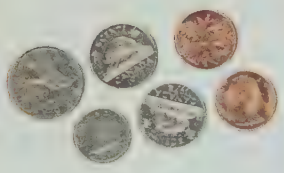
1	6
1	4
+ 1	3

PURPOSE: Checkout– addition with renaming.

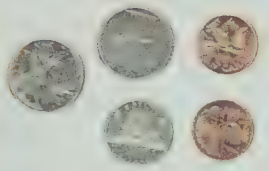
How much can we save?



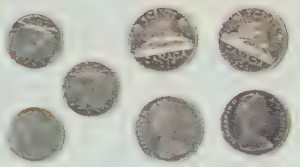
name _____



You have _____



I have _____



Jamie has _____

Who has the most money?

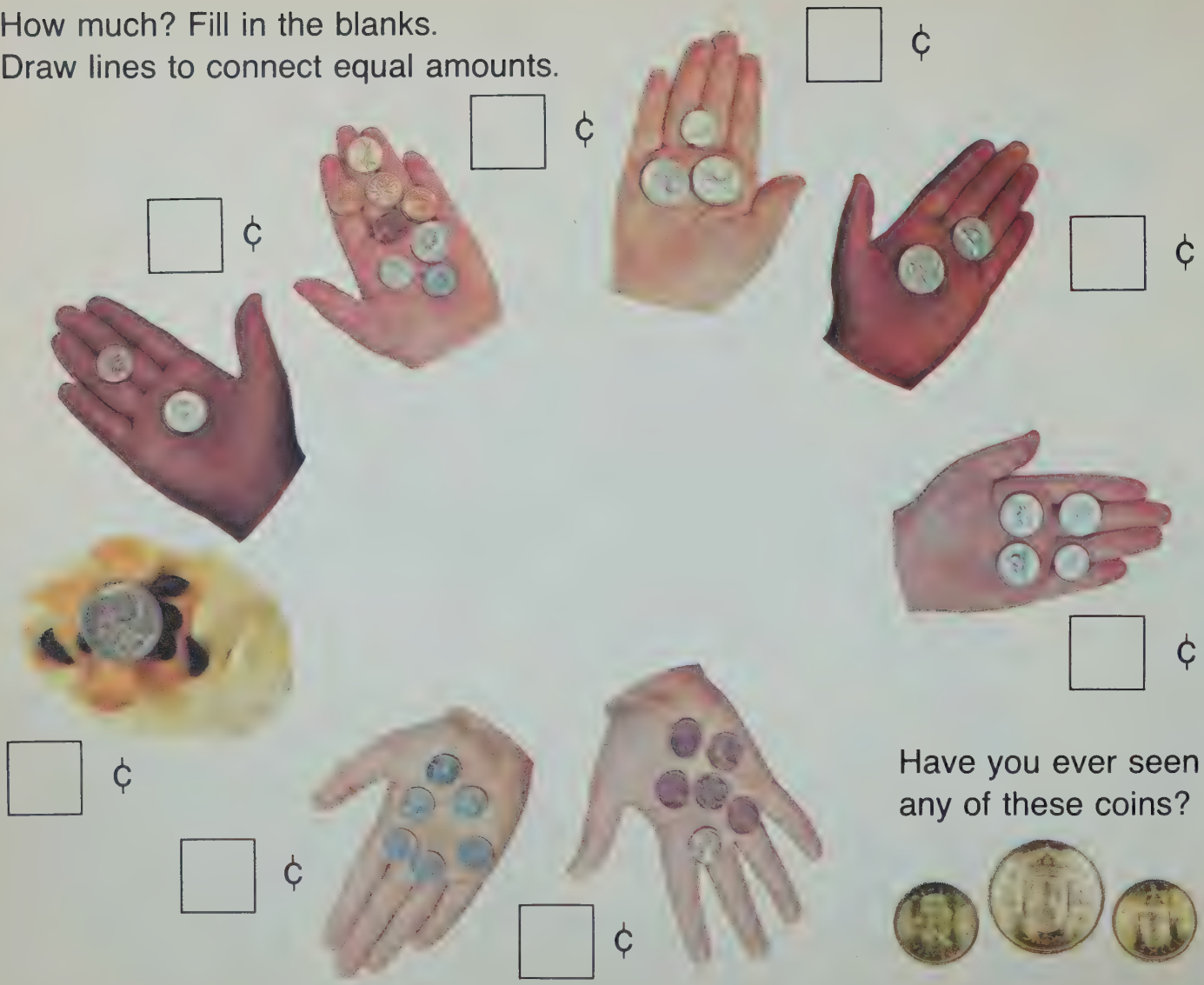
_____

Write "yes" or "no" to complete the table.

Who could buy?	Could you?	Could I?	Could Jamie?
49¢			
Candy 57¢			
35¢			
65¢			

PURPOSE: Introduction to money (continued).

How much? Fill in the blanks.
Draw lines to connect equal amounts.

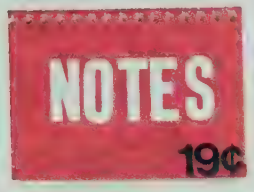


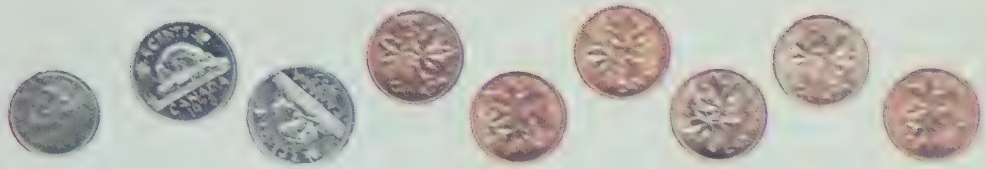
Have you ever seen any of these coins?

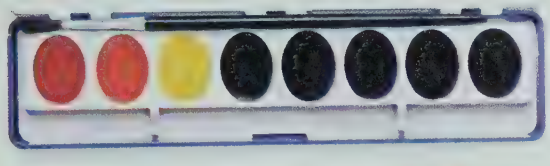
PURPOSE: Identifying equal amounts of money.

name _____

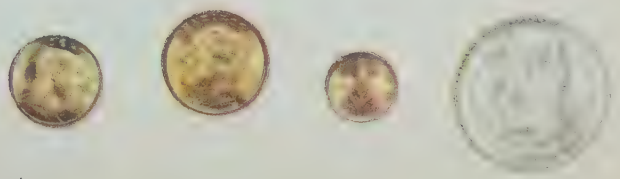
Ring the coins you would need to pay.







Have you ever seen any of these coins?



PURPOSE: Identifying the coins needed for payment.

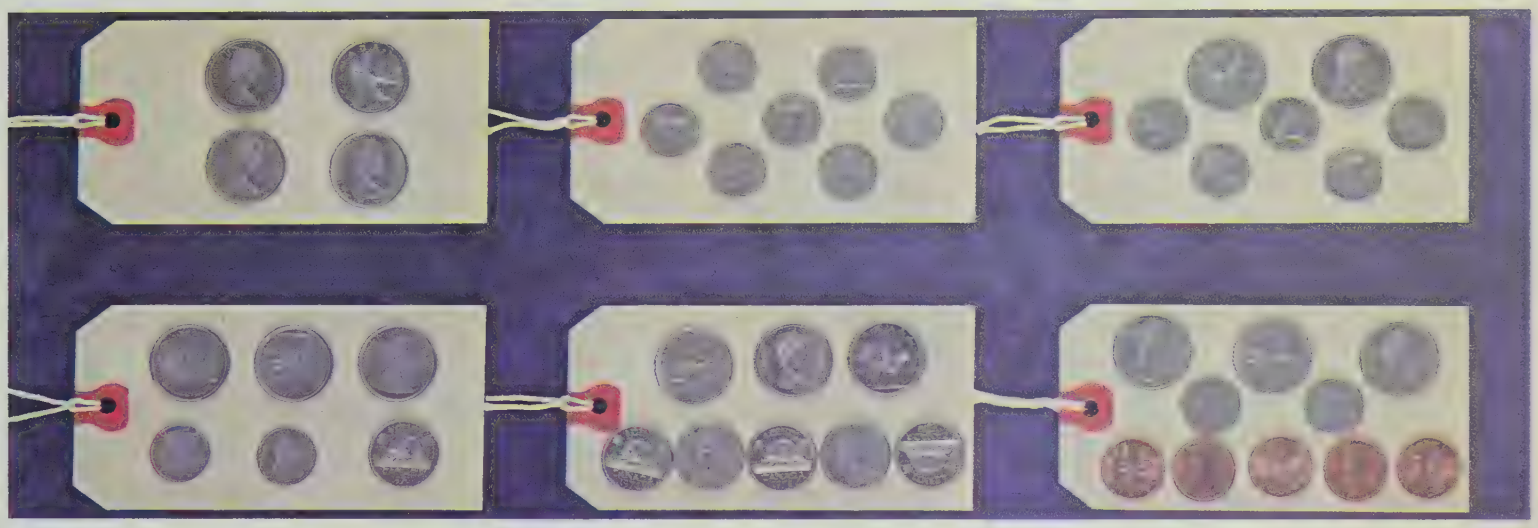
Fill in the blanks.

=
=
=
=
=

PURPOSE: Making one dollar in change.

name _____

Mark which set of coins you could exchange for a one-dollar bill.



Sometimes prices are marked like this: 25¢

Sometimes they are marked like this: $.25

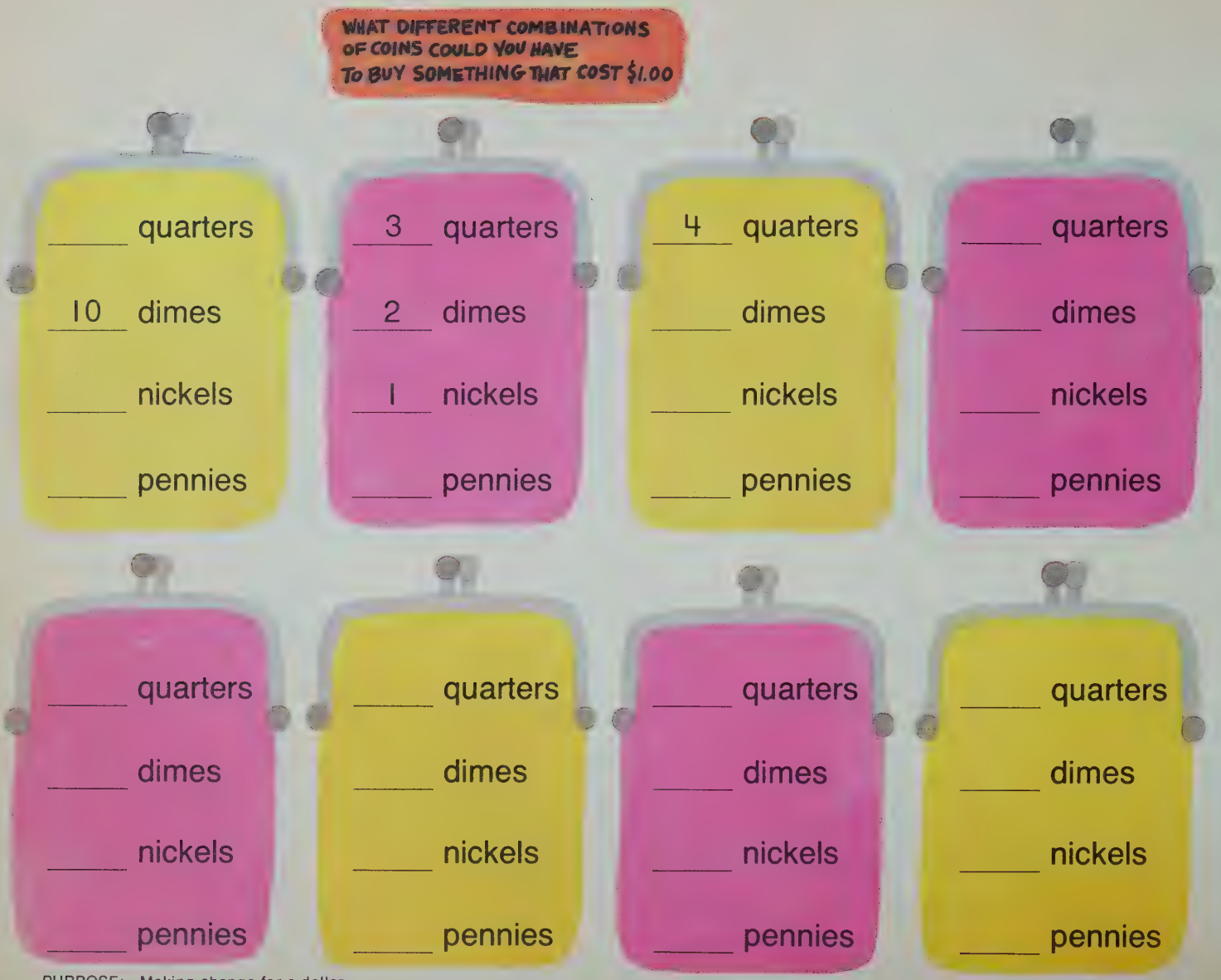
Do these two tags tell the same amount? _____

If you had 100 pennies, could you buy something that cost $1.00? _____

If you had 10 dimes, could you buy something that cost $1.00? _____

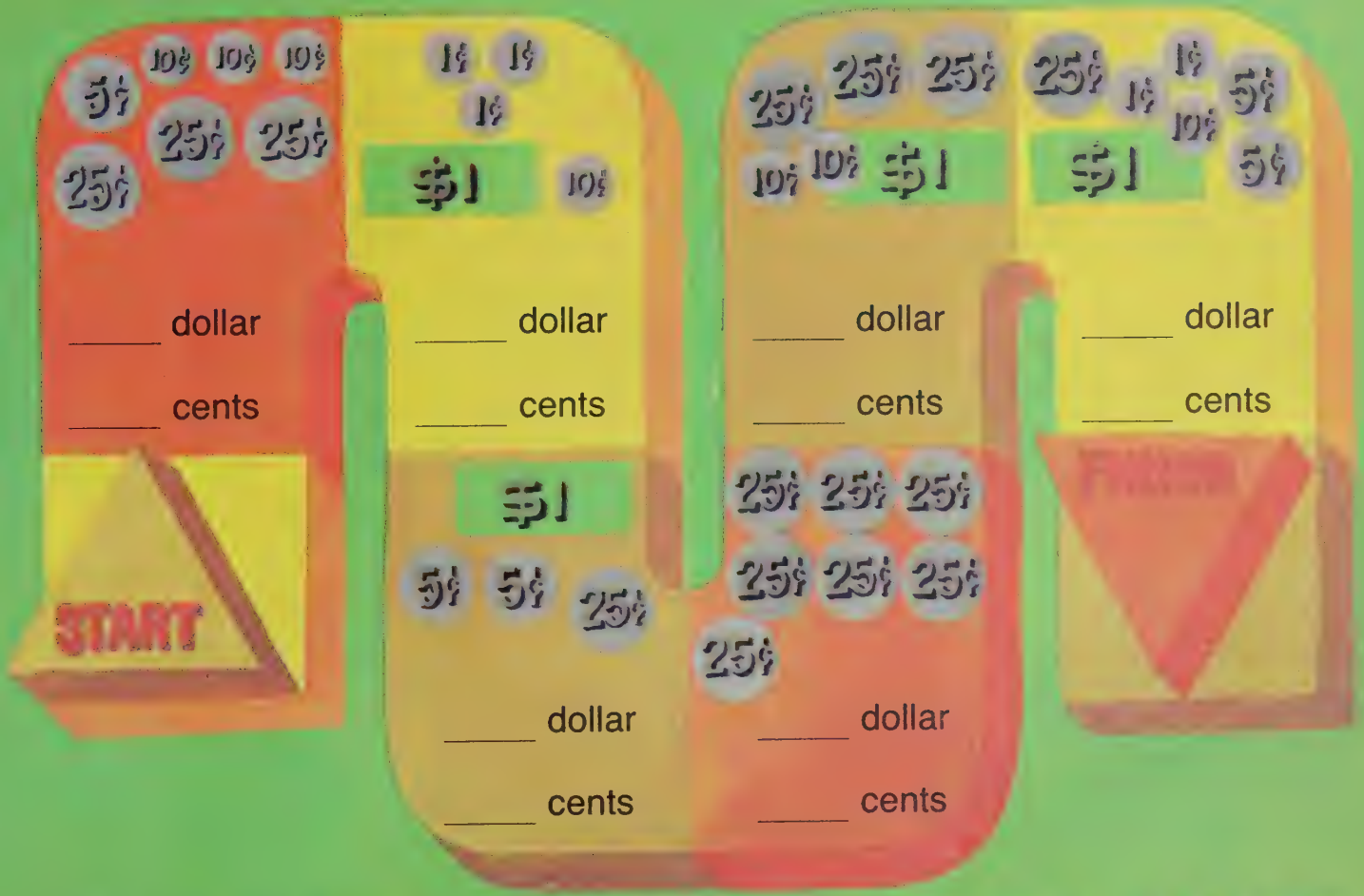
If you had 4 quarters, could you buy something that cost $1.00? _____

 PURPOSE: Making change for a dollar.



PURPOSE: Making change for a dollar.

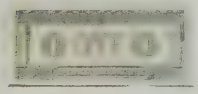
name _____



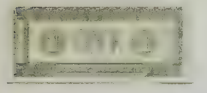
NAME THE AMOUNT

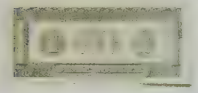
PURPOSE: Checkout—naming the total value of bills and coins.


One dollar is written $1.00.


and 1 is written $1.01.


and 5 is written $1.05.


and 10 is written $1.10.

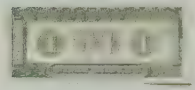

and 25 is written $1.25.

Write the total.


1 1 $.


5 1 $.


10 1 $.


25 1 $.

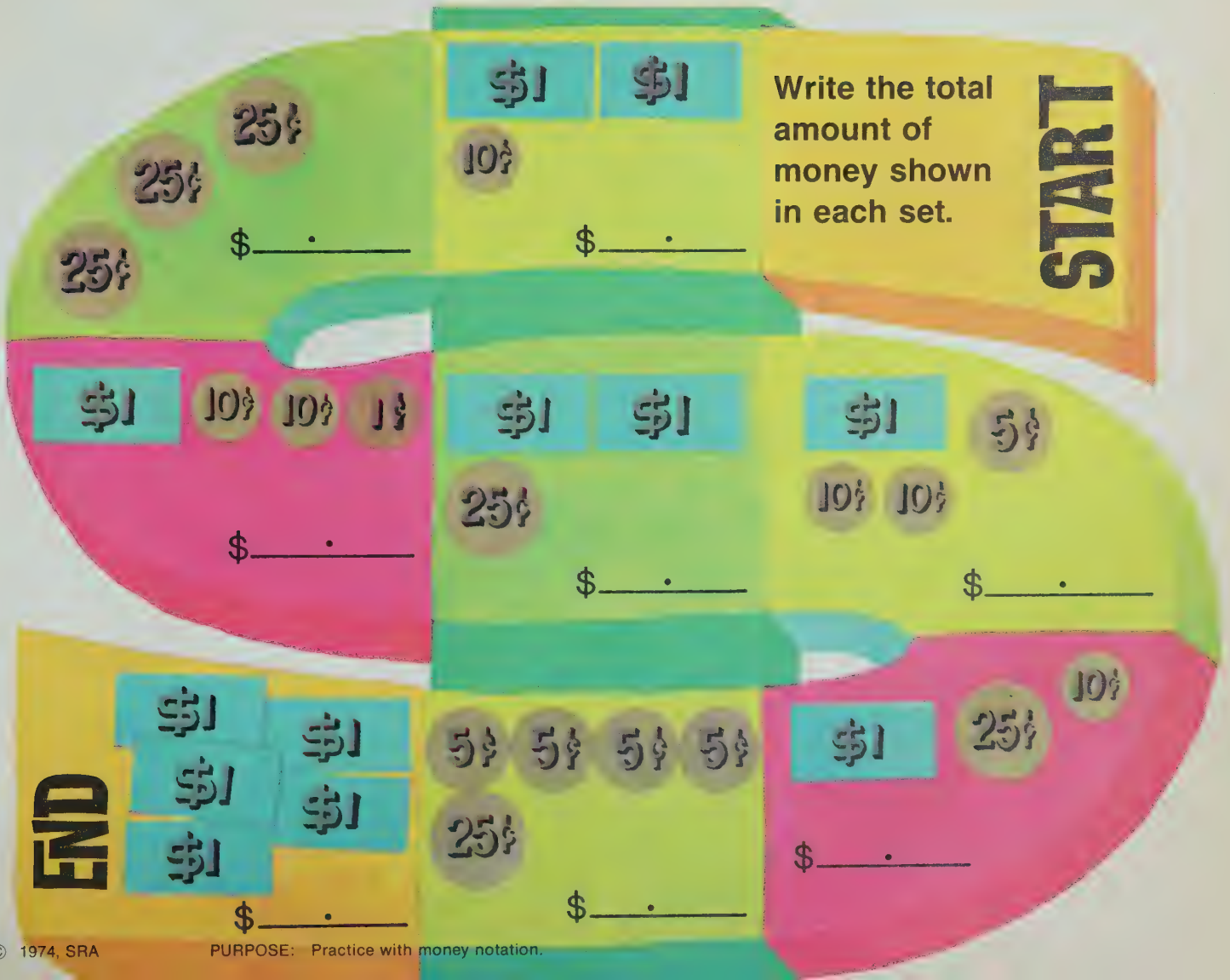

5 5 $.


10 10 $.


25 25 $.

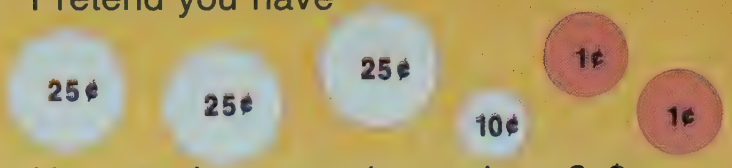
PURPOSE: Writing dollar-and-cents notation.

name _____



PURPOSE: Practice with money notation.

Pretend you have



How much money do you have? $_____

How much money will be left if you buy a puzzle for $.75? _____

How much money will be left if you buy a game for $.85? _____

How much money will be left if you buy a pen for $.33? _____

How much money will be left if you buy a bag of candy for $.25? _____

When you pay for something and don't have the exact coins, you get money back. The money you get back is called "change."

You have one quarter. Pop costs a dime.
How much change do you get? _____

You have two quarters. Lunch costs 40 cents.
How much change do you get? _____

You have one quarter and one dime. Peanuts cost 35 cents.
How much change do you get? _____

PURPOSE: Practice with money in story situations.

name _____

MARK THE COINS THAT MAKE UP YOUR CHANGE.

You have $1
You buy 59¢
What is your change?

25¢ 10¢ 5¢ 25¢ 1¢ 1¢ 1¢ 1¢

You have $1
You buy 89¢
What is your change?

25¢ 1¢ 5¢ 1¢ 1¢ 5¢ 1¢

You have $1
You buy 98¢
What is your change?

10¢ 1¢ 5¢ 25¢ 1¢ 5¢ 10¢

You have $1
You buy 15¢
What is your change?

5¢ 1¢ 25¢ 25¢ 5¢ 5¢ 25¢

Have you ever seen this coin?

PURPOSE: Making change.

Have you ever had any money?
Let's say you had a dime.
You passed this machine and thought,
That gum would sure taste fine.

After all, you do have money—
A bright, new, shiny dime.
But the machine doesn't care—
It takes only one penny at a time.

What would you have to do
to get some gum?

Now pretend you have . . .

1 dime and 1 penny.
You want to buy gum for
your friend and you.

Can you get 2?

What do you have to do?

If you bought 2,
how much money
would you have left? ¢

You have 1 dime and 2 pennies.
Four of you want a gumball.

Can you get 4?

What do you have to do?

How much money would you have left? ¢

You have 1 dime and 3 pennies.
Six of you want a gumball.

Can you get 6?

What do you have to do?

How much money would you have left? ¢

PURPOSE: Solving special problems with money.

name _____

PURPOSE Introduction to subtraction with renaming

Do you remember subtraction? TIME OUT to make sure.

5 − 0	4 − 3	3 − 1	6 − 4	9 − 3	8 − 2	5 − 2
4 − 2	8 − 3	10 − 4	9 − 0	3 − 2	0 − 0	2 − 0
7 − 4	6 − 2	8 − 4	7 − 6	6 − 3	9 − 1	6 − 6
8 − 0	10 − 3	11 − 8	12 − 4	14 − 9	10 − 8	15 − 6
12 − 7	16 − 7	11 − 4	15 − 7	12 − 8	13 − 4	16 − 8

Do you need more practice?

PURPOSE: Review of subtraction facts.

name _____

If you forget 11 − 3 = ____, think ? + 3 = 11.

If you forget 16 − 9 = ____, think ? + 9 = 16.

Let addition help you with these subtraction facts.

13 − 6 = ____
? + 6 = 13

10 − 7 = ____
? + 7 = 10

11 − 4 = ____
? + 4 = 11

13 − 9 = ____
? + 9 = 13

18 − 9 = ____
? + 9 = 18

12 − 8 = ____
? + 8 = 12

13 − 7 = ____
? + 7 = 13

11 − 8 = ____
? + 8 = 11

12 − 5 = ____
? + 5 = 12

Subtract 7

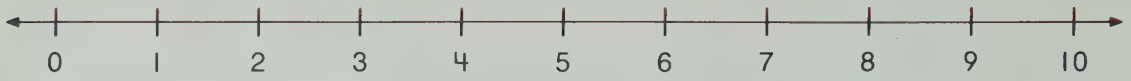
14	12	15	13	16	11

Subtract 4

13	8	12	9	10	7

PURPOSE: Review of subtraction facts.

Ring the subtraction facts that you cannot show on this number line.



1 − 0	1 − 1	1 − 2	2 − 1	2 − 2	2 − 3	3 − 3
6 − 4	8 − 9	2 − 5	5 − 8	6 − 1	3 − 4	6 − 3
3 − 6	7 − 2	0 − 1	6 − 8	9 − 6	5 − 7	0 − 0

How many remain?

27 people in the room.
9 people leave.

_____ people remain.

33 posters made.
7 win prizes.

_____ posters didn't win.

PURPOSE: Review of subtraction.

name _____

Subtract 6

14	11	13	10	12	15

Subtract 5

13	11	10	12	14	9

Subtract 8

14	10	15	16	17	13

Subtract 7

16	13	11	15	12	14

Find names for 9. Connect the box to the circle.

Can you think of other names for 9?

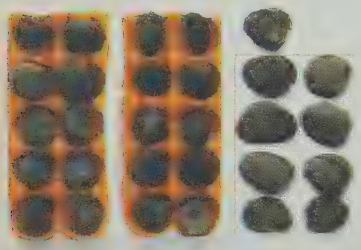
PURPOSE: Review of subtraction.

Remember, the head of the arrow points to the lesser numbers.
$>$ is read "is greater than." $<$ is read "is less than."
Use $>$ or $<$ to make each correct.

$9 - 9 \bigcirc 1 - 0$ $\quad$ $13 - 8 \bigcirc 14 - 7$ $\quad$ $3 - 0 \bigcirc 8 - 7$

$12 - 8 \bigcirc 10 - 7$ $\quad$ $11 - 7 \bigcirc 9 - 4$ $\quad$ $10 - 2 \bigcirc 14 - 8$

Remember what a good job you did on problems like these?



How many in all?
Ring 14. Take away.

tens	ones
2	9
− 1	4

← How many ones remain?
← How many tens remain?

Show how good you are on these.

tens	ones
4	7
− 1	2

tens	ones
5	3
− 1	1

tens	ones
6	9
− 3	2

tens	ones
8	7
− 6	3

PURPOSE: Review of subtraction.

name _____

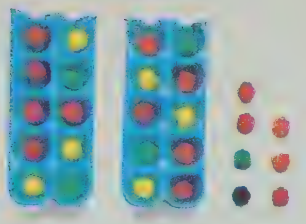
It seems that Ben always got all of the problems right.
Here is one of Ben's papers. Did he get all of them right again?

57 − 15 = 42	11 − 8 = 3	27 − 14 = 13	48 − 17 = 31	69 − 19 = 50	35 − 15 = 25
76 − 13 = 63	12 − 9 = 3	59 − 23 = 26	11 − 7 = 3	34 − 22 = 12	13 − 9 = 4

Find out if you can get all of them right.

39 − 7 =	17 − 9 =	28 − 6 =	48 − 8 =	86 − 15 =	18 − 5 =
25 − 14 =	11 − 9 =	14 − 5 =	59 − 8 =	52 − 30 =	15 − 8 =

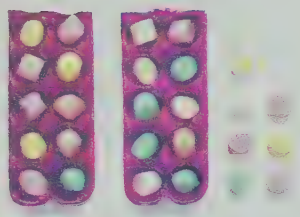
PURPOSE: Subtraction practice.



How many in all?
Ring 10. Take away.

tens	ones
2	7
− 1	0

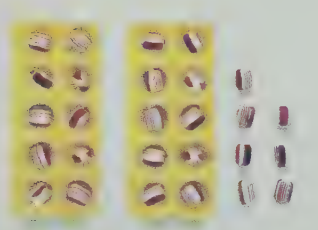
← How many ones remain?
↑ How many tens remain?



How many in all?
Ring 15. Take away.

tens	ones
2	7
− 1	5

← How many ones remain?
↑ How many tens remain?



How many in all?
Ring 8. Take away.

tens	ones
2	7
−	8

← How many ones remain?
↑ How many tens remain?

Let's look at that one carefully.

tens	ones
2	7
−	8
	?

2 tens 7
− 8
NO

1 ten 17
− 8
YES

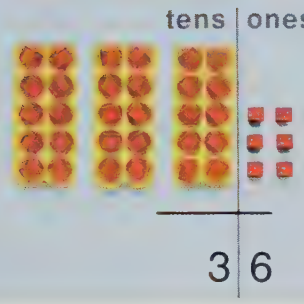
What happened to the tens?

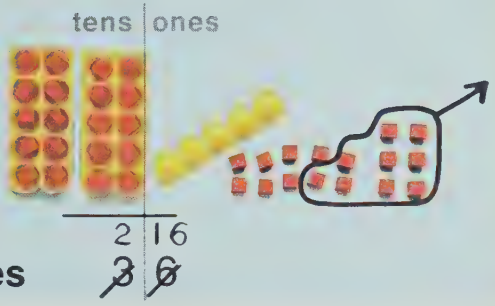
PURPOSE: Readiness for subtraction with renaming.

name _____

tens	ones	
3	6	to start with
–	9	to be taken away
	NO	

You need more ones.
Dump a ten-tray.
Now you have 10 + 6 ones.





tens	ones
3	6

becomes

tens	ones
~~3~~ 2	~~6~~ 16

NOW TRY THIS!

tens	ones	
		rename
3	6	
–	9	

Subtract

tens	ones	
		rename
4	3	to start with
–	5	to take away
		← ones remain
		← tens remain

tens	ones	
		rename
2	5	to start with
–	9	to take away
		← ones remain
		← tens remain

tens	ones	
		rename
5	1	to start with
–	7	to take away
		← ones remain
		← tens remain

PURPOSE: Readiness for subtraction with renaming.

Renaming tens takes real skill.
Take time out for practice.
Don't finish the subtraction. Just rename.
Show how good you are.

tens	ones
3	1
–	9

tens	ones
6	1
–	9

tens	ones
4	2
–	9

tens	ones
8	2
–	9

tens	ones
2	4
–	9

tens	ones
5	4
–	9

tens	ones
7	3
–	9

tens	ones
5	3
–	9

tens	ones
6	5
–	9

tens	ones
2	6
–	9

tens	ones
3	7
–	9

tens	ones
4	8
–	9

tens	ones
7	0
–	9

tens	ones
6	0
–	9

LOOK OUT!

tens	ones
5	9
–	9

PURPOSE: Practice in subtraction with renaming.

name _____

How many in all?
Take away 8.

tens	ones
3	5
–	8
	NO

But you can do this.

Take 8 away.
How many remain?

tens	ones
3	5
–	8

← How many ones remain?

How many tens remain?

YOUR TURN.

You'll have to rename a ten in every problem.

tens	ones
4	2
–	6

← ones remaining

tens remaining

tens	ones
3	4
–	7

tens	ones
2	1
–	8

tens	ones
7	2
–	8

tens	ones
3	5
–	7

tens	ones
5	3
–	9

tens	ones
2	6
–	8

tens	ones
5	7
–	9

PURPOSE: Introduction to the algorithm for subtraction with renaming.

You'll have to rename a ten to get enough ones
in all of these problems.
Use your ten-trays if you need help.

tens	ones
2	4
−	5

tens	ones
5	6
−	8

tens	ones
3	6
−	7

tens	ones
8	1
−	7

tens	ones
4	1
−	9

tens	ones
3	3
−	6

tens	ones
4	5
−	9

tens	ones
2	2
−	5

tens	ones
3	4
−	6

tens	ones
3	1
−	4

tens	ones
5	1
−	3

tens	ones
2	8
−	9

tens	ones
4	5
−	8

tens	ones
7	4
−	7

tens	ones
3	0
−	9

Look back. How many tens did you rename in each problem?

PURPOSE: Practice in subtraction of a 1-digit number from a 2-digit number with renaming.

name _____

Girls do the first row. Boys do the second row.

57 − 8	21 − 7	66 − 9	90 − 4	52 − 5	70 − 6
35 − 7	26 − 8	61 − 5	93 − 6	43 − 7	62 − 3

Everybody do these.

20 − 3	48 − 9	73 − 4	81 − 9

35 guppies.
You can keep 6.

How many go? _____

97 box tops.
Only 8 are good for anything.

How many go? _____

41 rocks.
There is room for 7.

How many go? _____

PURPOSE: Subtraction practice.

If you have the letter

in your last name, do the first two rows.

If you haven't, do the last two rows.

tens	ones
3	4
−	6

tens	ones
7	2
−	9

tens	ones
6	1
−	6

tens	ones
2	7
−	8

tens	ones
3	8
−	9

tens	ones
4	0
−	7

tens	ones
9	8
−	9

tens	ones
4	3
−	8

tens	ones
9	2
−	8

tens	ones
7	5
−	9

tens	ones
6	3
−	7

tens	ones
7	1
−	5

tens	ones
4	5
−	6

tens	ones
8	4
−	9

tens	ones
5	1
−	6

tens	ones
5	6
−	9

tens	ones
7	2
−	4

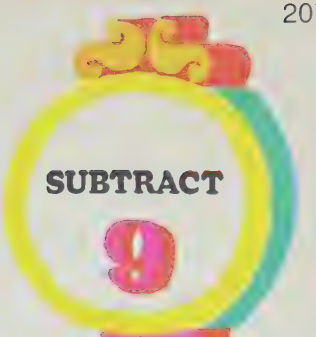
tens	ones
2	4
−	8

tens	ones
9	3
−	4

tens	ones
5	0
−	5

PURPOSE: Practice in subtraction with renaming.

name _____



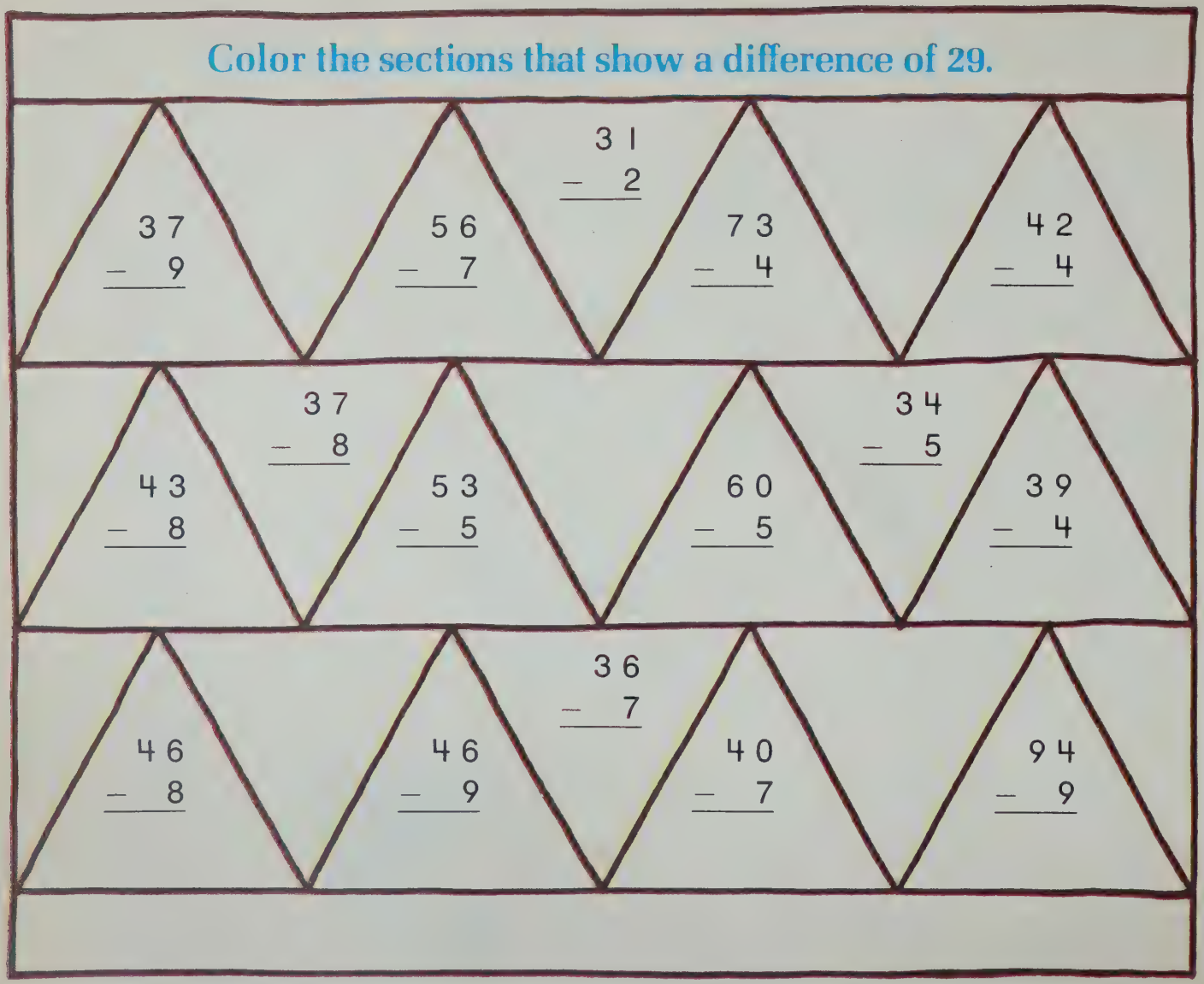
everybody gets a turn

36 kids in one room.
9 go.
How many remain? _____
8 more go.
How many remain? _____
6 more go.
How many remain? _____
7 more go.
How many remain? _____
6 more go.
How many remain? _____

33 kids in another room.
4 go.
How many remain? _____
9 more go.
How many remain? _____
3 more go.
How many remain? _____
8 more go.
How many remain? _____
9 more go.
How many remain? _____

81 _____
72 _____
63 _____
54 _____
45 _____
36 _____
27 _____
9 _____

PURPOSE: Subtracting in story situations.



PURPOSE: Progress check—subtraction.

name _____

$$\begin{array}{r} 3\ 1 \\ -\ 1\ 9 \\ \hline \ \ ? \end{array}$$

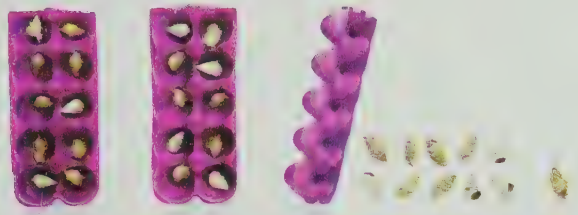
to start with

to be taken away

← How many ones remain?

↑ How many tens remain?

This time take 19 away from 31.



Dump a ten-tray. Then take 19 away.

How many tens remain? _____

How many ones remain? _____

Here's how you write the action.

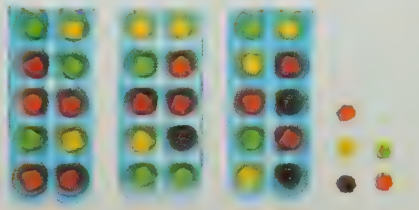
$$\begin{array}{r} {\scriptstyle 2\ 11} \\ 3\ 1 \\ -\ 1\ 9 \\ \hline \end{array}$$

to start with

to be taken away

← How many ones remain?

↑ How many tens remain?



$$\begin{array}{r} {\scriptstyle 2\ 15} \\ 3\ 5 \\ -\ 1\ 6 \\ \hline \end{array}$$

to start with

to be taken away

← How many ones remain?

↑ How many tens remain?

PURPOSE: Introduction to subtraction of 2-digit numbers with renaming.

Pretend you are going to subtract a number that has 9 in the ones place.

You have to rename the top number.
Practise renaming. Don't subtract.

PRETEND PROBLEM	BEFORE RENAMING	AFTER RENAMING
83 − 19	83	7 tens + 13
62 − 39	62	◯ tens + ◯
38 − 29	38	◯ tens + ◯
57 − 49	57	◯ tens + ◯

PRETEND PROBLEM	BEFORE RENAMING	AFTER RENAMING
81 − 59	81	◯ tens + ◯
74 − 29	74	◯ tens + ◯
45 − 39	45	◯ tens + ◯
70 − 49	70	◯ tens + ◯

Try this idea on the real thing.
Subtract.

tens	ones	
5	3	rename
− 3	9	

tens	ones	
3	5	rename
− 1	9	

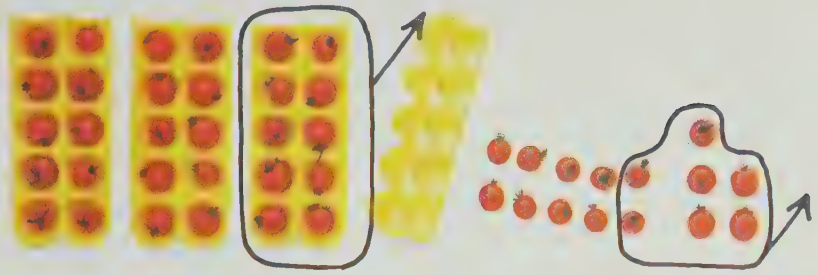
tens	ones	
4	1	rename
− 2	9	

tens	ones	
6	0	rename
− 4	9	

PURPOSE: Practice in subtraction with renaming.

name _____

$$\begin{array}{r} 45 \\ -\ 17 \\ \hline ?\ ? \end{array}$$



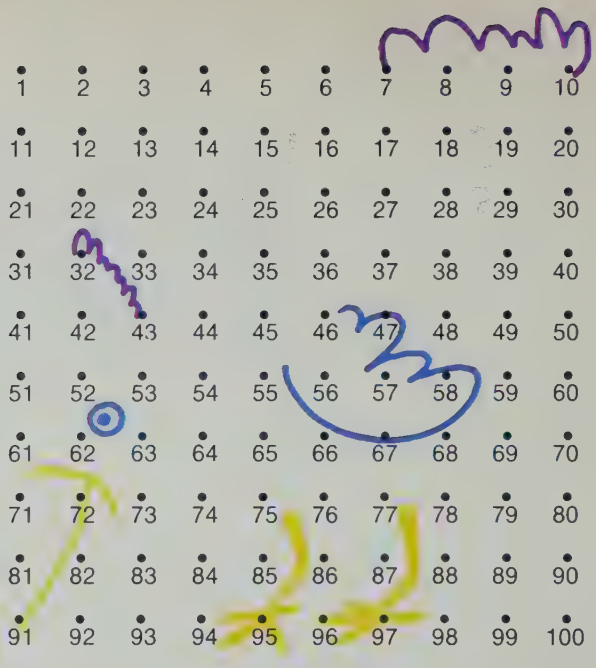
$$\begin{array}{r} 3\ 15 \\ \not{4}\ \not{5} \\ -\ 1\ 7 \\ \hline 2\ 8 \end{array}$$ remain

Complete any 12 problems.

$\begin{array}{r} 54 \\ -\ 25 \\ \hline \end{array}$	$\begin{array}{r} 61 \\ -\ 44 \\ \hline \end{array}$	$\begin{array}{r} 40 \\ -\ 11 \\ \hline \end{array}$	$\begin{array}{r} 85 \\ -\ 29 \\ \hline \end{array}$	$\begin{array}{r} 81 \\ -\ 53 \\ \hline \end{array}$	$\begin{array}{r} 64 \\ -\ 18 \\ \hline \end{array}$	$\begin{array}{r} 76 \\ -\ 38 \\ \hline \end{array}$
$\begin{array}{r} 83 \\ -\ 39 \\ \hline \end{array}$	$\begin{array}{r} 61 \\ -\ 27 \\ \hline \end{array}$	$\begin{array}{r} 83 \\ -\ 15 \\ \hline \end{array}$	$\begin{array}{r} 42 \\ -\ 14 \\ \hline \end{array}$	$\begin{array}{r} 86 \\ -\ 47 \\ \hline \end{array}$	$\begin{array}{r} 57 \\ -\ 48 \\ \hline \end{array}$	$\begin{array}{r} 78 \\ -\ 59 \\ \hline \end{array}$
$\begin{array}{r} 81 \\ -\ 42 \\ \hline \end{array}$	$\begin{array}{r} 61 \\ -\ 38 \\ \hline \end{array}$	$\begin{array}{r} 92 \\ -\ 26 \\ \hline \end{array}$	$\begin{array}{r} 80 \\ -\ 68 \\ \hline \end{array}$	$\begin{array}{r} 51 \\ -\ 43 \\ \hline \end{array}$	$\begin{array}{r} 74 \\ -\ 25 \\ \hline \end{array}$	$\begin{array}{r} 67 \\ -\ 38 \\ \hline \end{array}$

PURPOSE: Practice in subtraction with renaming.

To connect the dots, complete each row of problems below. Start at the dot having the same number as your first answer. Draw a line to the dot for your second answer. Keep going until you reach your last answer.



61 − 29	90 − 9	95 − 4			
82 − 9	94 − 16	84 − 14	70 − 20	53 − 14	98 − 88
60 − 53	59 − 41	67 − 28	72 − 37	61 − 18	87 − 55

PURPOSE: Subtraction practice.

name _____

66 − 47	42 − 23	28 − 19	79 − 45	75 − 39
62 − 25	54 − 17	53 − 43	74 − 19	55 − 38
83 − 35	51 − 30	76 − 19	36 − 18	57 − 29
74 − 25	92 − 38	79 − 36	54 − 46	91 − 56

PURPOSE: Subtraction practice.

A Fun Fair

The Ferris wheel.
63 tickets sold.
27 adult tickets.
How many children's tickets? _____

The food stand.
91 hotdogs and hamburgers.
53 hotdogs.
How many hamburgers? _____

The ring toss.
92 tickets sold.
63 children's tickets.
How many adult tickets? _____

The fishpond.
87 prizes.
49 cost less than a dime.
How many cost a dime or more? _____

52	41	66	95	86
− 35	− 29	− 39	− 48	− 57

Use the numbers in one of the problems you just did. Make up a story.

_____

_____

_____

PURPOSE: Subtracting in story situations.

name ______________________________

Some people like to find the quickest way of getting things done. If you're one of those people, look at the different ways a problem can be written.

How are they different?

$$\begin{array}{r|l} 2 & 14 \\ \not{3} & \not{4} \\ - & 8 \\ \hline 2 & 6 \end{array}$$

or

How are they alike?

$$\begin{array}{r|l} 2 & 1 \\ \not{3} & 4 \\ - & 8 \\ \hline 2 & 6 \end{array}$$

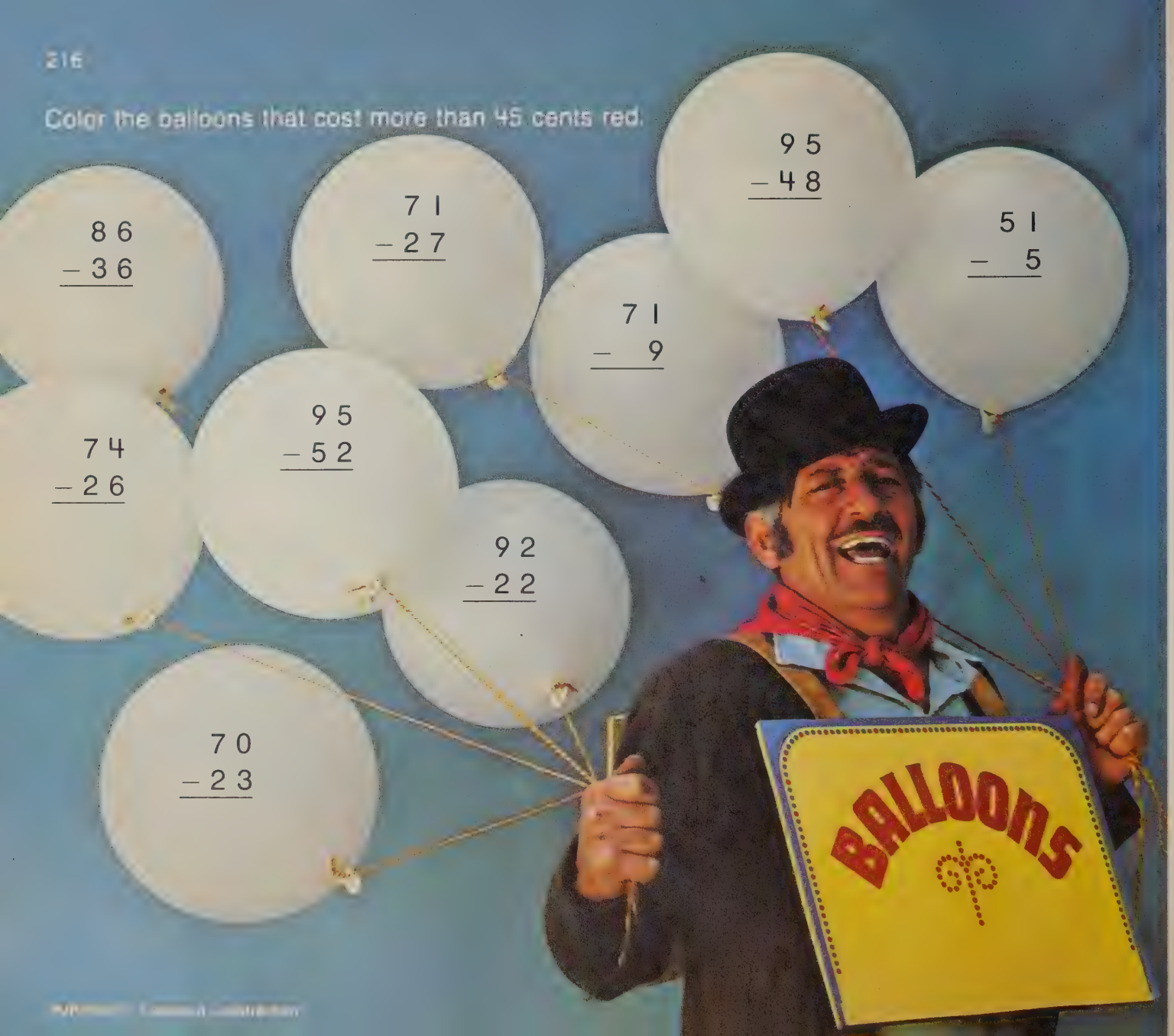
Try the quickest way at least on the first row.

43	31	70	25	44	54	87
− 18	− 12	− 28	− 16	− 29	− 37	− 49

73	90	68	76	54	92	61
− 34	− 11	− 19	− 17	− 28	− 57	− 39

PURPOSE: Subtraction practice.

Color the balloons that cost more than 45 cents red.



name _____

You can have one piece. Which one will you take?

Who has more cake?

PURPOSE: Introduction to fractions.

Draw a picture

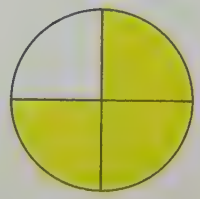
He got a candy bar.
He gave $\frac{1}{2}$ to his sister. He kept $\frac{1}{2}$.
Show how he broke the candy bar.

She had a long ribbon.
She cut it into 4 same-size pieces.
Show the ribbon.
Show where she would cut.

They had $\frac{1}{2}$ of a cheese pizza.
They had $\frac{1}{2}$ of a sausage pizza.
Show how much they had in all.

Match the picture with
the fraction that tells
the number of shaded parts.

$\frac{1}{4}$ $\frac{3}{1}$



$\frac{3}{4}$ $\frac{1}{3}$

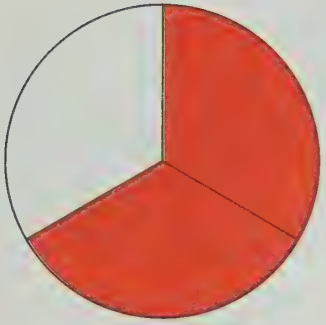
PURPOSE: Working with fractions in story situations.

name _____

Fill in the blanks and boxes.

How many shaded? _____

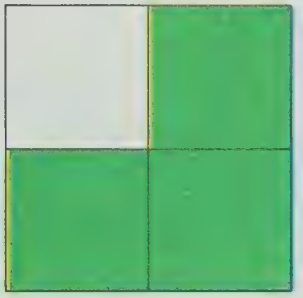
How many in all? _____



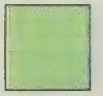
What part is shaded? ___

How many shaded? _____

How many in all? _____

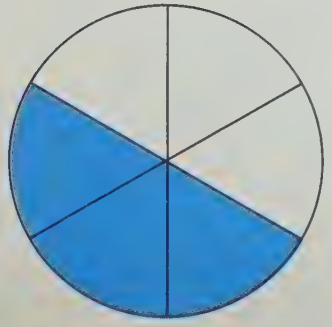


What part is shaded? ___



How many shaded? _____

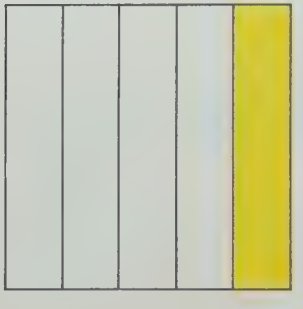
How many in all? _____



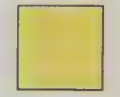
What part is shaded? ___

How many shaded? _____

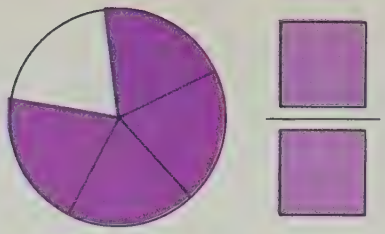
How many in all? _____



What part is shaded? ___



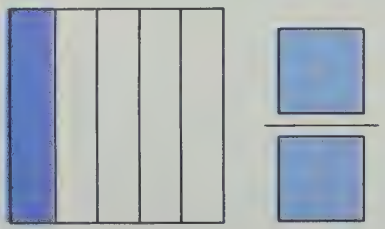
PURPOSE: Review of fractions.

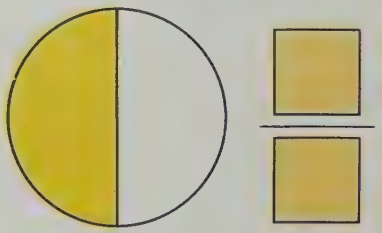


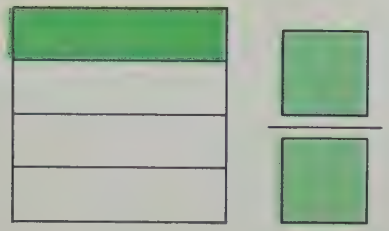
How many parts are shaded?

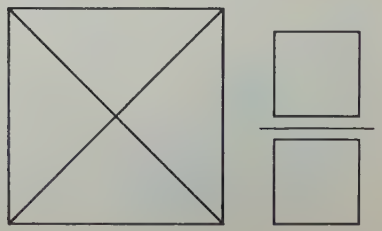
How many parts in all?

How much is shaded? Write a fraction.







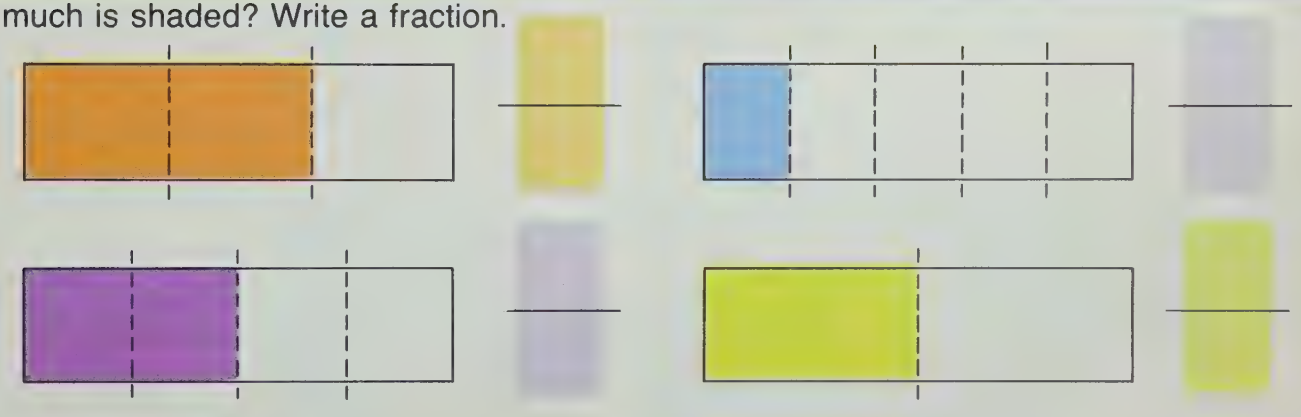


PURPOSE: Review of fractions.

name _____

How much is cut off? Write a fraction.

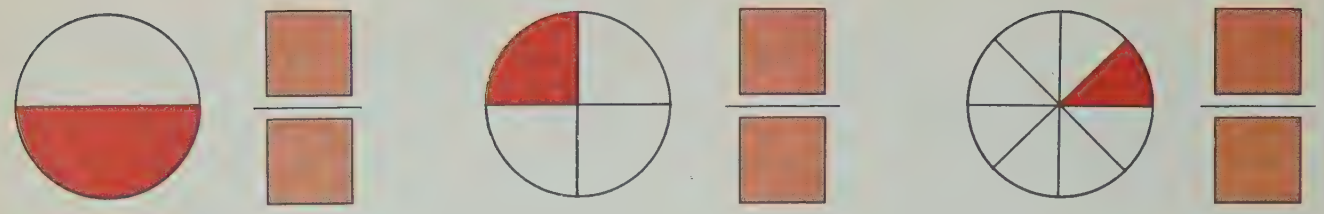
How much is shaded? Write a fraction.

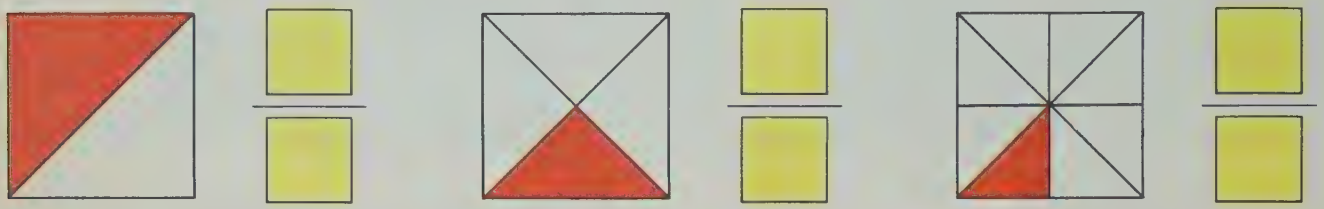


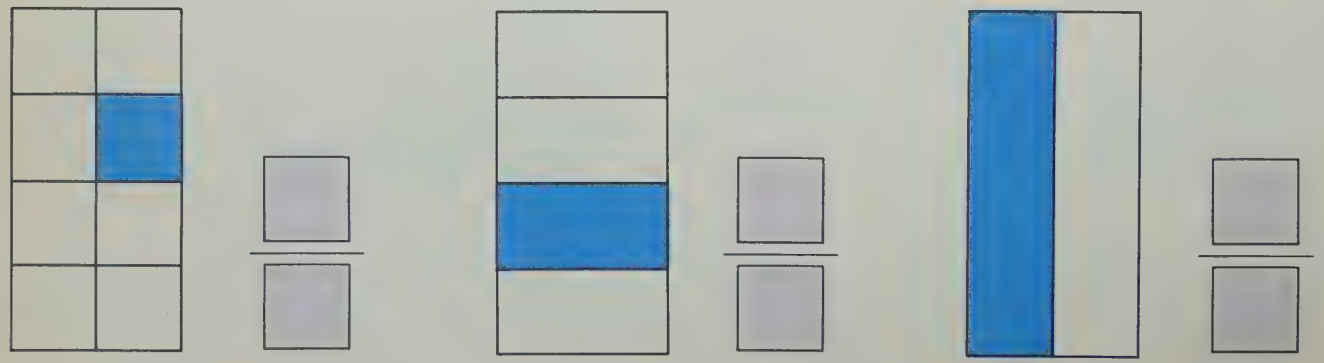
Let's talk Which is more? $\frac{2}{3}$ or $\frac{2}{4}$ $\frac{1}{5}$ or $\frac{1}{2}$ $\frac{2}{4}$ or $\frac{1}{2}$ $\frac{3}{3}$ or $\frac{4}{4}$

PURPOSE: Comparing fractions.

Tell how much is shaded.







PURPOSE: Checkout—fractions.

name _____

You ate $\frac{1}{2}$. I ate $\frac{1}{2}$.
How much did we eat in all?

$\frac{1}{2} + \frac{1}{2} =$ _____

You found $\frac{1}{4}$. I found $\frac{1}{4}$.
How much did we find in all?

$\frac{1}{4} + \frac{1}{4} =$ _____

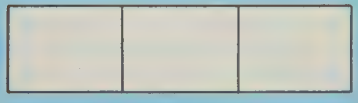
You get $\frac{2}{4}$. I get $\frac{1}{4}$.
How much do we get in all?

$\frac{2}{4} + \frac{1}{4} =$ _____

You get $\frac{3}{8}$. I get $\frac{4}{8}$.
How much do we get in all?

$\frac{3}{8} + \frac{4}{8} =$ _____

You get $\frac{1}{3}$. I get $\frac{1}{3}$.
How much do we get in all?



$\frac{1}{3} + \frac{1}{3} =$ _____

You lost $\frac{1}{6}$. I lost $\frac{2}{6}$.
How much did we lose in all?

$\frac{1}{6} + \frac{2}{6} =$ _____

PURPOSE: Introduction to addition of fractional numbers.

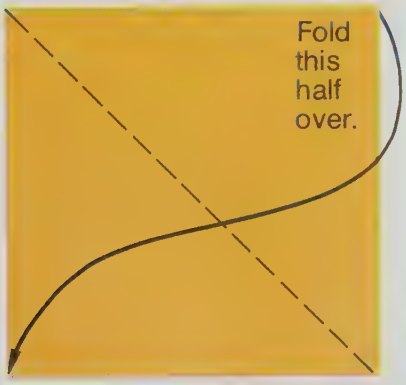
How many of these letters could you fold so that
one part of the letter would match the other part of the letter?

PURPOSE: Exploring symmetry.

name _____

Find a square piece of paper or a square piece of cloth.
Maybe a square napkin will do.
How many ways can you fold it in half so that all the edges match?

INVESTIGATE



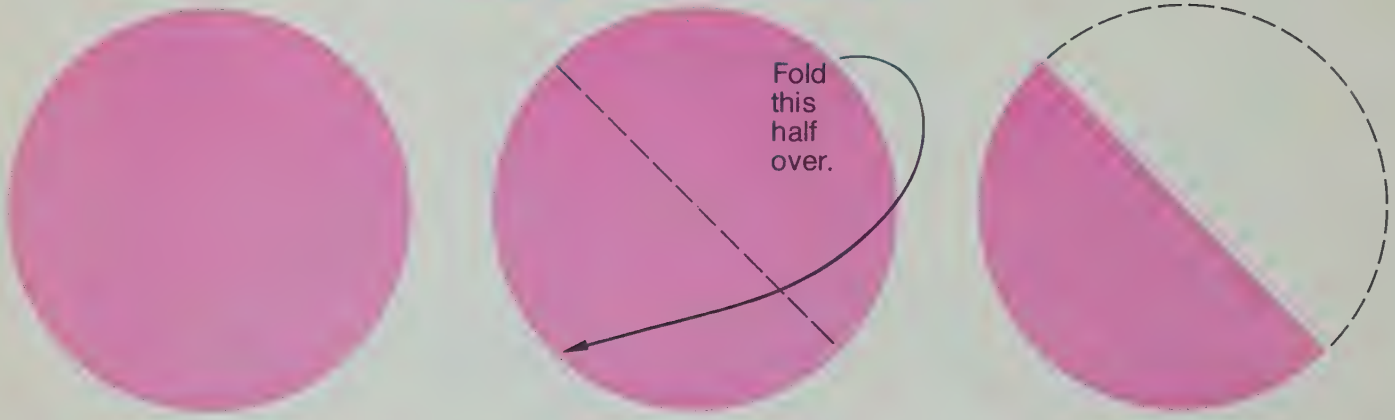
All edges meet.

Mark the pictures below to show the folds you found.

PURPOSE: Exploring the symmetry of a square.

Find a round piece of paper.
Maybe a filter for a coffeepot or a round paper coaster will do.
How many ways can you fold it in half so that all the edges match?

INVESTIGATE



All edges meet.

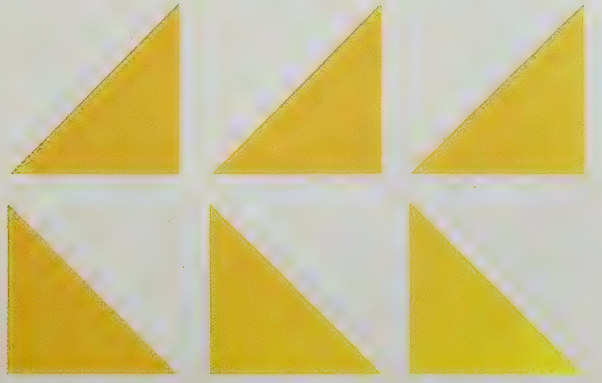
Mark the pictures below to show some of the folds you found.

PURPOSE: Exploring the symmetry of a circle.

name _____

Cut a square piece of paper like this.

Use just one of the triangles.
How many ways can you fold the triangle so that all edges match?
Investigate.
Mark the pictures to show the folds.

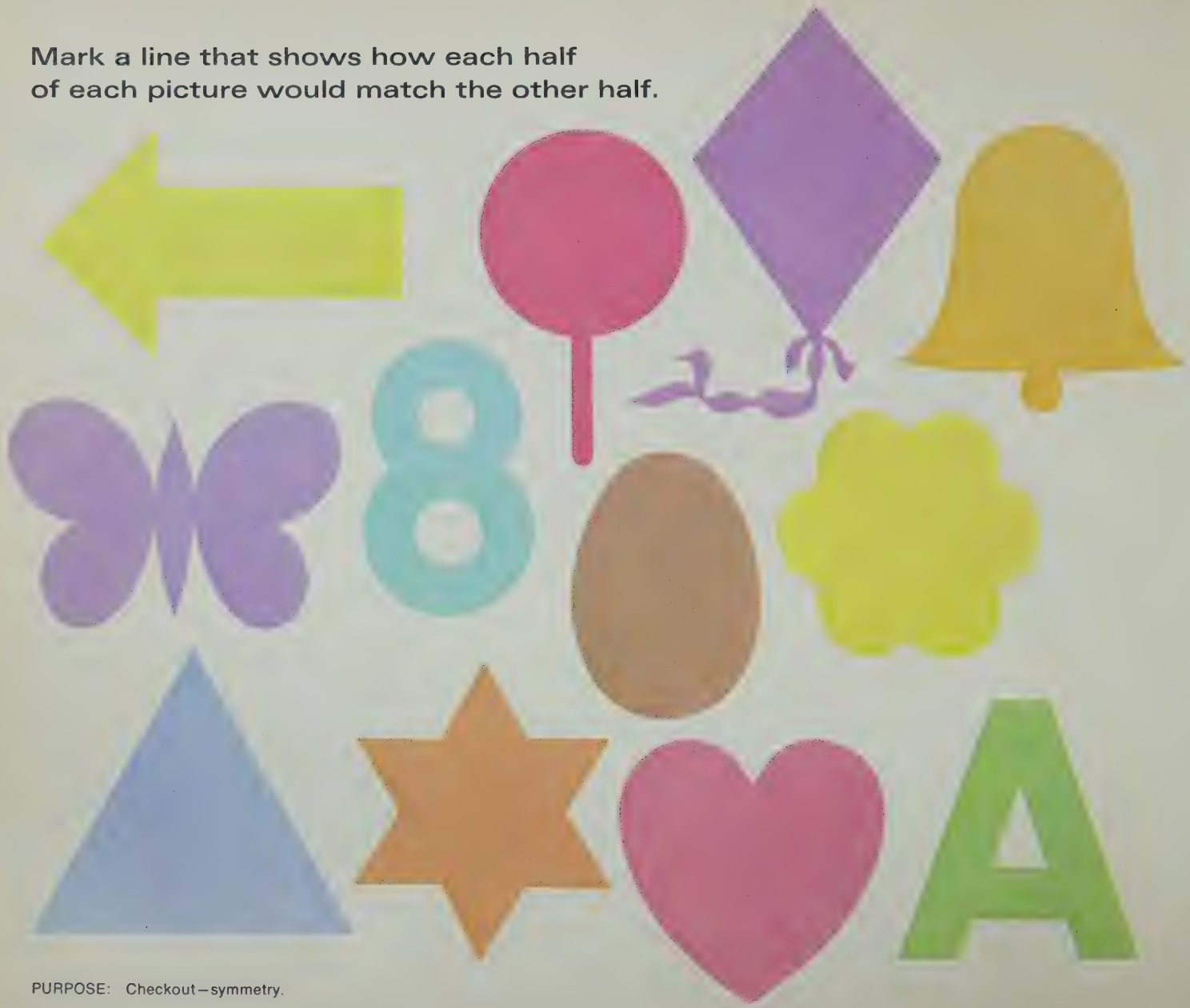


Cut a square piece of paper like this.

Use just one of the rectangles.
How many ways can you fold the rectangle so that all edges match?
Investigate.
Mark the pictures to show the folds.

PURPOSE: Exploring the symmetry of a triangle and of a rectangle.

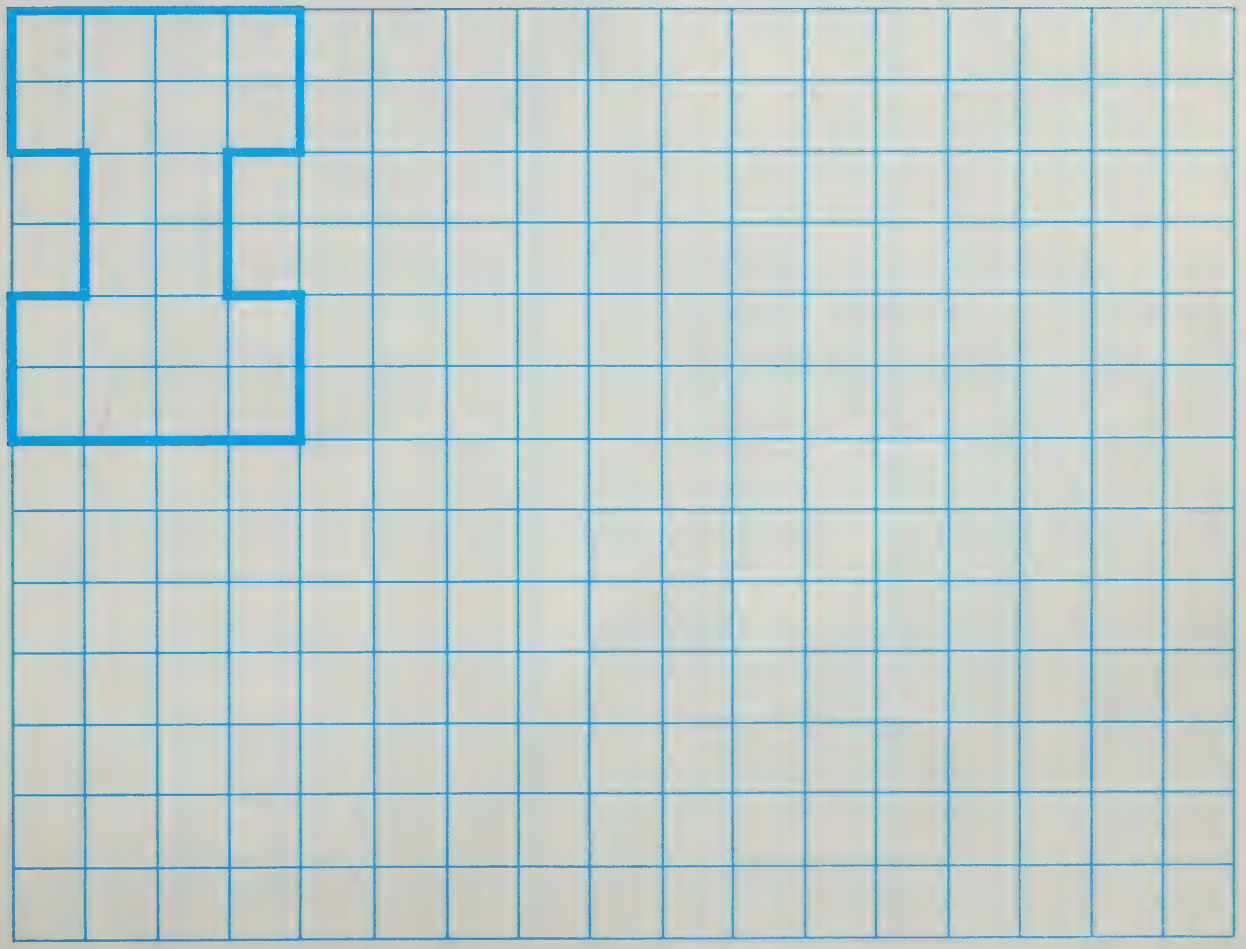
Mark a line that shows how each half
of each picture would match the other half.



PURPOSE: Checkout – symmetry.

name _____

Could you fold the design so that all edges would match?
Make some more.



PURPOSE: Exploring symmetry.

You can measure lots of things.
You know how to use a ruler.
How much liquid is in these containers?
You can't measure an amount of liquid with a ruler.

You could use a cup to measure the amount of liquid.

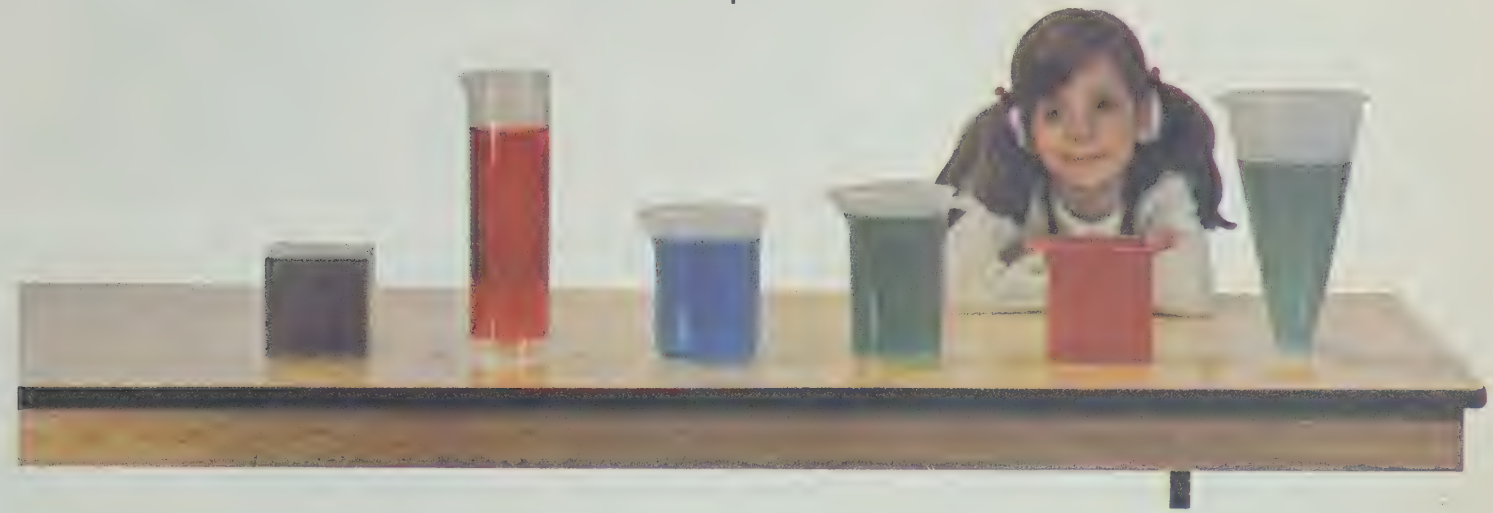
About how many cups of pop might be in a pop bottle?

You can use the glass to measure the amount of liquid in the pail. You could even use the spoon, but it would take a long time.

PURPOSE: Introduction to liquid measure.

name_____

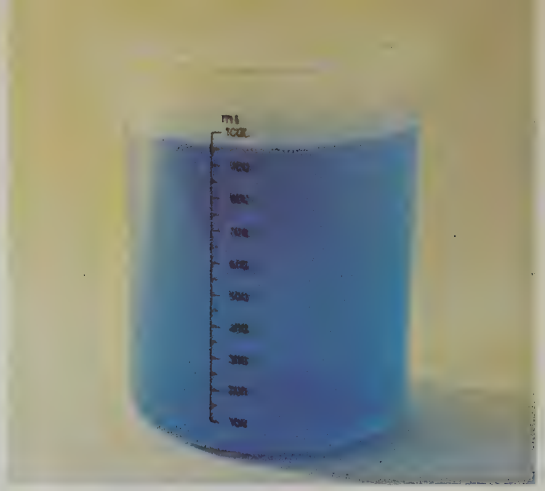
People have agreed to use a unit called a **litre** to measure liquids.
Each of these containers holds a litre of liquid.



A jug might contain about 2 litres of water.
A pail might contain about 10 litres of water.
Are the shapes of the containers the same?
Could a litre of water be poured into any of the containers?

Could you pour a litre of water into a pail?
Could you pour a litre of water into a jug?
Could you pour a pailful of water into a litre container?
If you filled a litre container with water, about how much water would be in the container?

 PURPOSE: Introduction to the litre.



Do you have a litre jug or container in your classroom? If so, find out how many litres of water it takes to fill some containers. Try containers like big bottles and jugs, bowls and pails.

Container number I holds about _____ litres of water.
Container number 2 holds about _____ litres of water.
Container number 3 holds about _____ litres of water.
Container number 4 holds about _____ litres of water.
Container number 5 holds about _____ litres of water.

You could buy a litre of pop.
You could buy 25 litres of gas.
What other liquids could you buy in litres?

PURPOSE: Measuring in litres.

name _____

The short form of **litre** is ℓ.
We can write 10ℓ instead of 10 litres.

For small amounts, people have agreed to use a unit called a **millilitre.** The short form is **ml.**
One millilitre is quite small—much less than a teaspoonful.
It takes one thousand millilitres to fill a litre container.

How many millilitres does each of these contain?

_____ ml

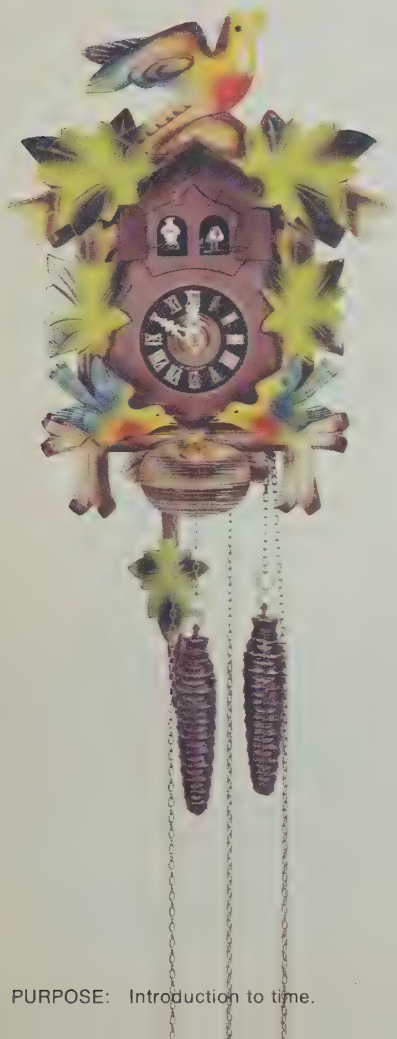
_____ ml

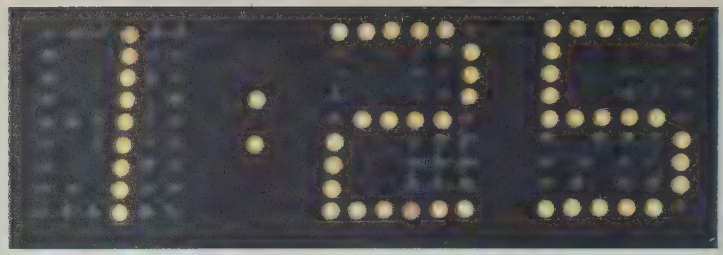
_____ ml

_____ ml

 PURPOSE: Introducing millilitres.

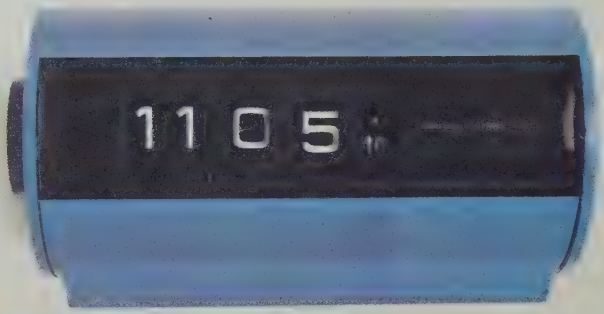
Have you ever seen a clock that looks like this?





Or one like this?

Or like this?



Or like this?

They all measure time.

Look at the clock on your wall. What time is it?

PURPOSE: Introduction to time.

name _____

What time is it?

_____ o'clock

_____ o'clock

_____ o'clock

_____ o'clock

_____ o'clock

_____ o'clock

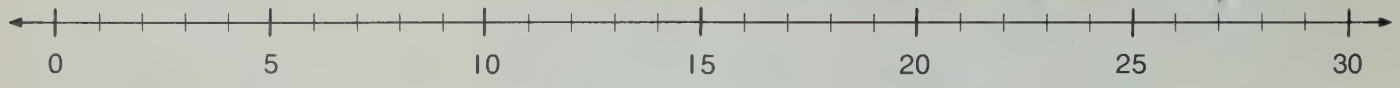
_____ o'clock

_____ o'clock

_____ o'clock

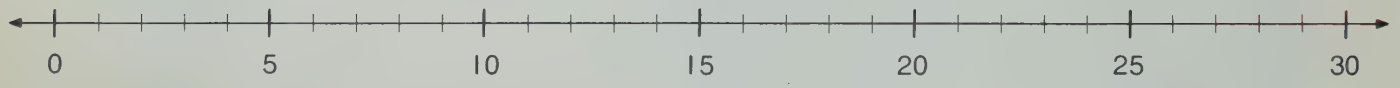
PURPOSE: Review of telling time on the hour.

Add the minutes on the number line.



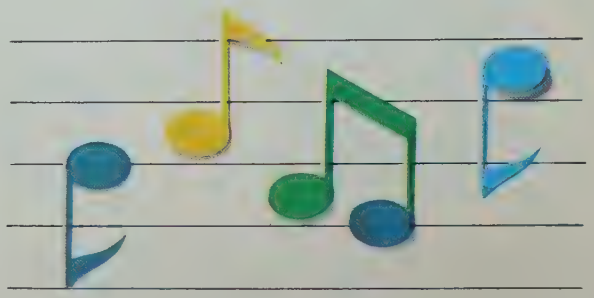
Charlie took 3 minutes to brush his teeth.
He took 5 more minutes to get dressed.
He took 10 minutes to eat his breakfast.
He took 5 minutes to find his coat.

How long did it take Charlie
to get ready to go out the door? _____ minutes



One song lasted 6 minutes.
A flute solo took 3 minutes.
The band played for 10 minutes.
A piano piece took 6 minutes.

How long did the music last? _____ minutes

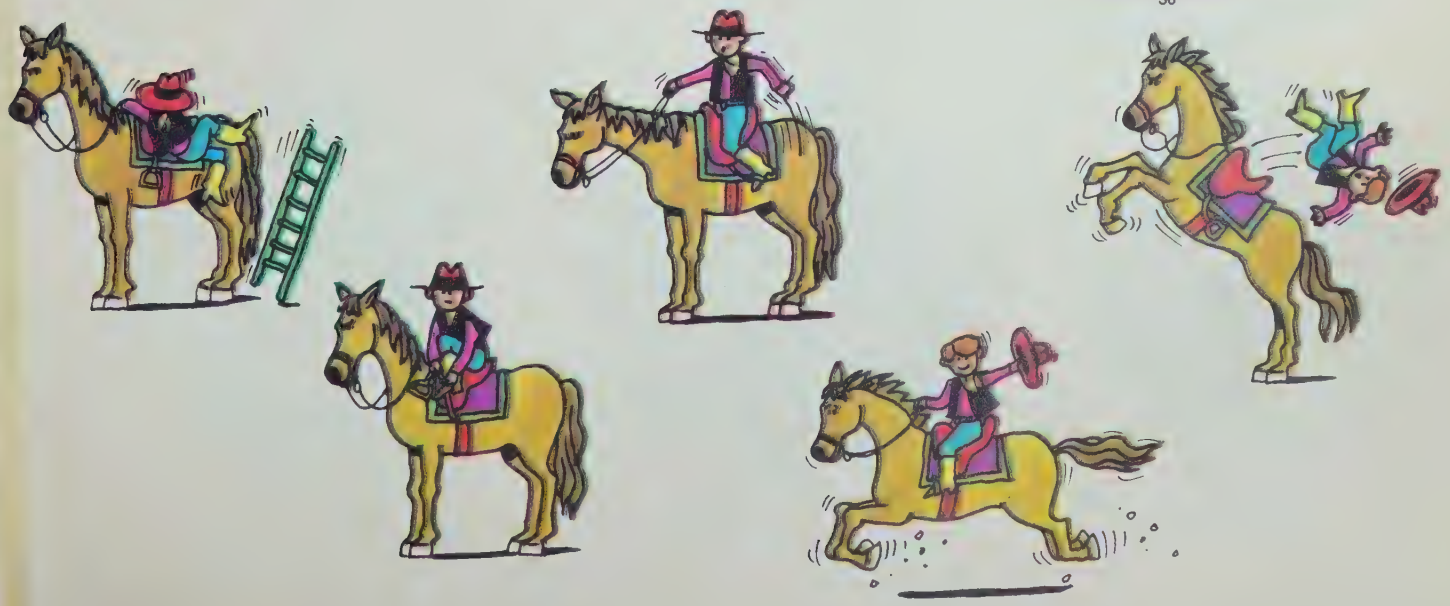


PURPOSE: Readiness for reading minutes on a clock.

name _____

Add the minutes on the number line clock.
Bennie spent 9 minutes getting on the horse.
He spent 7 minutes placing his feet in the stirrups.
He spent 8 minutes getting the horse to move.
He spent 2 minutes riding.
He spent 0 minutes falling off the horse.

How long did Bennie's adventure last? _____ minutes



PURPOSE: Practice in telling time.

WHAT TIME IS IT?

_____ o'clock

_____ o'clock

_____ o'clock

_____ o'clock

PURPOSE: Telling time on the hour, using a clock showing minutes.

name _____

How many minutes after 9:00?

5 minutes after

_____ minutes after

_____ minutes after

_____ minutes after

_____ minutes after

_____ minutes after

There is more than one kind of clock.
There is also more than one way to read a clock.

LOOK OUT

We say
5 minutes after 9
or we can write 9:05.

We say

_____ minutes after 9
or write 9:10.

We say

_____ minutes after 9
or write 9:15.

We say

_____ minutes after 9

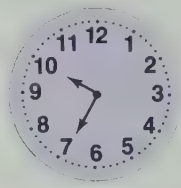
or write _____.

We say

_____ minutes after 9

lock

We can say 25 minutes before 10:00
OR
we can say and write 9:35,
which means 35 minutes after 9.



We can say 20 minutes before 10:00
OR
we can say and write 9:40,
which means 40 minutes after 9.

PURPOSE: Recording ti
e on the hour, using a clock show

name _____

One person could read this clockface as 5 minutes before 7.

Another person might say the clock shows 6:55, which means 55 minutes after 6.

WHO IS RIGHT?

PURPOSE: Practice in telling time.

What time is it?

_____ minutes before _____

_____ minutes after _____

_____ minutes before _____

_____ minutes after _____

_____ minutes before _____

_____ minutes after _____

What time? _____

PURPOSE: Practice in telling time before and after the hour.

name _____

What time is it?

We cay say

_____ minutes before _____

or _____ minutes after _____,

but we write _____.

We can say

_____ minutes before _____

or _____ minutes after _____,

but we write _____.

We can say

_____ minutes before _____

or _____ minutes after _____,

but we write _____.

We can say

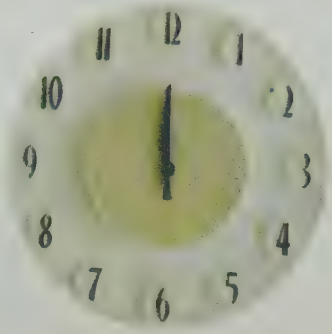
_____ minutes before _____

or _____ minutes after _____,

but we write _____.

PURPOSE: Telling time before and after the hour.

Write the time.



PURPOSE: Practice in recording time.

name _____

How many hours in one day?_____

How many days in one week?_____

How many weeks in one month?_____

Make a calendar for this month.

What year is this?_____

What month is this?_____

What day is today?_____

What is today's date?_____

Complete the calendar.

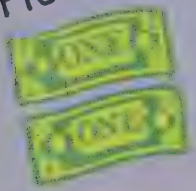
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday

Does each month always
look the same on a calendar?_____

PURPOSE: Practice with the calendar.

ANSWER EACH QUESTION

had to go to the store at  What time? _____

He had 

He had to get  

How much money? _____

Could he buy a litre of bread? _____

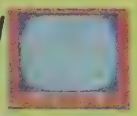
Could he buy a litre of milk? _____

He got to the store at  What time? _____

He bought  and  

How much milk? _____

He got home at  What time? _____

Then he watched  until  What time? _____

PURPOSE: Checkout-capacity and time.

name _____

Aren't you proud? You have learned so much!

You know how to add little numbers.

9 + 1	8 + 2	3 + 9	7 + 4	6 + 6	9 + 2
7 + 6	7 + 8	8 + 8	9 + 6	4 + 6	7 + 9

You know how to add BIG numbers.

14 + 40	70 + 22	31 + 37	43 + 40	85 + 14	41 + 26
56 + 26	79 + 2	45 + 19	63 + 25	37 + 16	58 + 37

PURPOSE: Review of addition.

You can add even **BIGGER** numbers. Remember these?

hundreds	tens	ones
5	6	7
+		1

hundreds	tens	ones
6	8	4
+	1	0

hundreds	tens	ones
4	2	9
+ 1	0	0

That wasn't hard, was it?
You added ones.
Then you added tens.
Then you added hundreds.
Your answer was complete.

3	9	5
+ 1	0	1

2	3	8
+ 1	1	1

7	1	6
+ 1	1	0

8	6	1
+ 2	0	0

Try these.

1	2	5
+ 8	7	3

4	3	7
+ 2	3	0

5	8	6
+ 4	0	2

3	5	4
+ 6	1	5

5	4	0
+ 4	5	9

7	3	6
+ 2	2	1

1	8	6
+ 6	1	1

6	5	2
+ 2	3	7

7	1	2
+ 2	8	1

4	3	2
+ 1	4	3

5	7	3
+ 1	0	5

2	6	5
+ 6	3	2

PURPOSE: Review of addition.

name _____

10 ones is 1 + 1 + 1 + 1 + 1 + 1 + 1 + 1 + 1 + 1 or 10
10 tens is 10 + 10 + 10 + 10 + 10 + 10 + 10 + 10 + 10 + 10 or 100
10 hundreds is 100 + 100 + 100 + 100 + 100 + 100 + 100 + 100 + 100 + 100

or  That's a really big number. What is its name?

You can add numbers that equal 1000.

500	400	800	700	900
+ 500	+ 600	+ 200	+ 300	+ 100

You can add 1000s.

2000	4000	5000	4000	6000
+ 3000	+ 3000	+ 1000	+ 4000	+ 3000

You can add these numbers, too.

1271	2123	4564	2432	3323
+ 8405	+ 5700	+ 2205	+ 1465	+ 1564

 PURPOSE: Extension of addition skills.

Remember what a good job you did with subtraction?

$$\begin{array}{r} 12 \\ -\ 3 \\ \hline \end{array} \qquad \begin{array}{r} 14 \\ -\ 8 \\ \hline \end{array} \qquad \begin{array}{r} 11 \\ -\ 3 \\ \hline \end{array} \qquad \begin{array}{r} 13 \\ -\ 9 \\ \hline \end{array} \qquad \begin{array}{r} 9 \\ -\ 8 \\ \hline \end{array}$$

You can do these, too.

$$\begin{array}{r} 100 \\ -\ 60 \\ \hline \end{array} \qquad \begin{array}{r} 100 \\ -\ 20 \\ \hline \end{array} \qquad \begin{array}{r} 70 \\ -\ 60 \\ \hline \end{array} \qquad \begin{array}{r} 90 \\ -\ 70 \\ \hline \end{array} \qquad \begin{array}{r} 80 \\ -\ 30 \\ \hline \end{array}$$

You showed you were good with these.

$$\begin{array}{r} 97 \\ -\ 85 \\ \hline \end{array} \qquad \begin{array}{r} 97 \\ -\ 67 \\ \hline \end{array} \qquad \begin{array}{r} 86 \\ -\ 25 \\ \hline \end{array} \qquad \begin{array}{r} 56 \\ -\ 36 \\ \hline \end{array} \qquad \begin{array}{r} 97 \\ -\ 21 \\ \hline \end{array}$$

$$\begin{array}{r} 91 \\ -\ 8 \\ \hline \end{array} \qquad \begin{array}{r} 35 \\ -\ 7 \\ \hline \end{array} \qquad \begin{array}{r} 74 \\ -\ 56 \\ \hline \end{array} \qquad \begin{array}{r} 46 \\ -\ 29 \\ \hline \end{array} \qquad \begin{array}{r} 85 \\ -\ 17 \\ \hline \end{array}$$

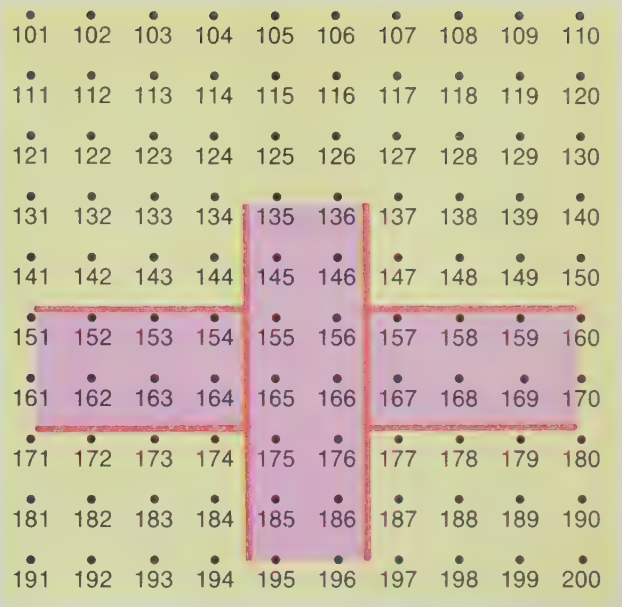
So you can do these, too.

$$\begin{array}{r} 108 \\ -\ 73 \\ \hline \end{array} \qquad \begin{array}{r} 159 \\ -\ 98 \\ \hline \end{array} \qquad \begin{array}{r} 116 \\ -\ 56 \\ \hline \end{array} \qquad \begin{array}{r} 139 \\ -\ 76 \\ \hline \end{array} \qquad \begin{array}{r} 117 \\ -\ 95 \\ \hline \end{array}$$

PURPOSE: Review of subtraction.

name _____

To connect the dots, complete each row of problems below. Start at the dot having the same number as your first answer. Draw a line to the dot for your second answer. Keep going until you reach your last answer.



167 − 36	121 + 70	100 + 100
176 − 36	116 + 20	114 + 15
139 − 21	111 + 15	167 − 61
138 − 24	121 + 14	187 − 74
159 − 37	110 + 23	101 + 30

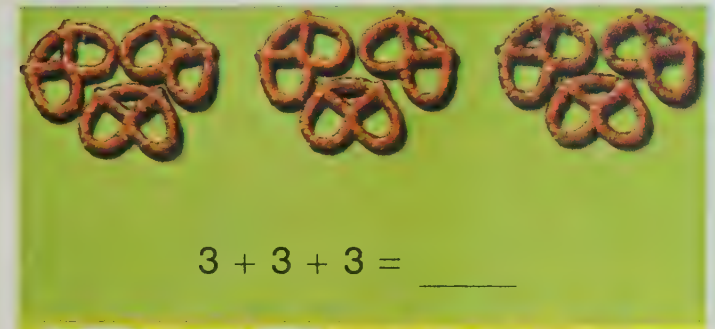
PURPOSE: Fun with addition and subtraction.

HOW MANY?

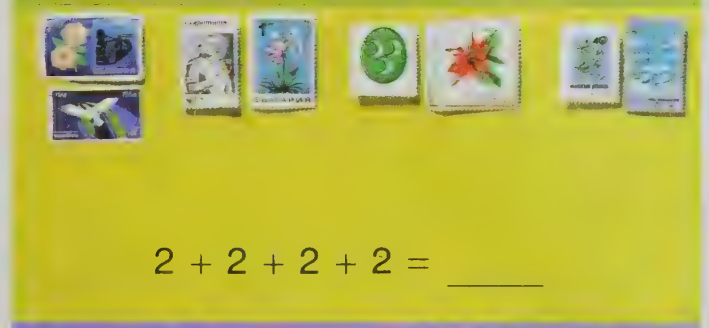
PURPOSE: Repeated addition as a model for multiplication.

name _____

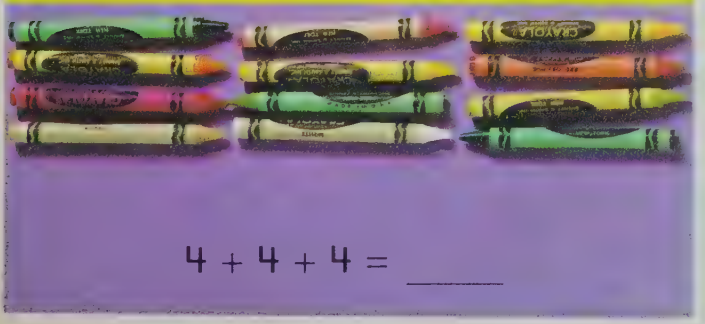
Complete the sentence.



3 + 3 + 3 = _____

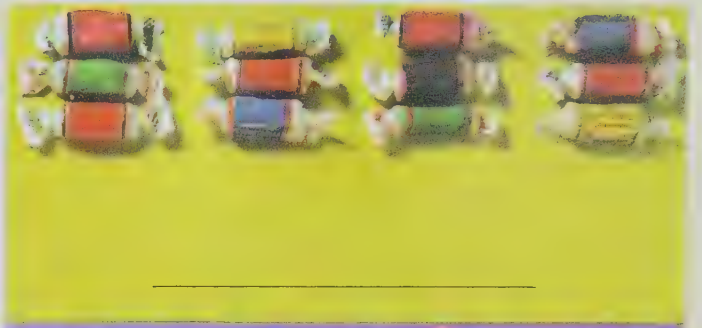


2 + 2 + 2 + 2 = _____

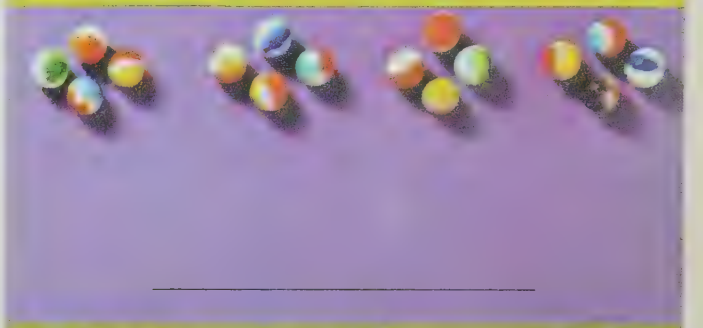


4 + 4 + 4 = _____

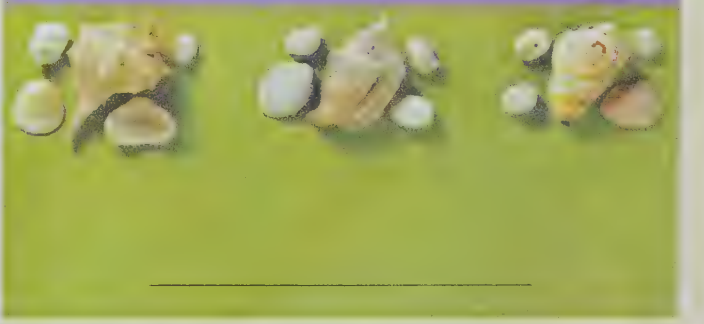
Write an addition sentence.



_____



_____



_____

PURPOSE: Introduction to repeated addition.

Complete each sentence.

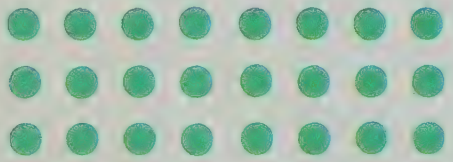
5 + 5 + 5 + 5 + 5 + 5 = _____

6 + 6 + 6 + 6 + 6 = _____

4 + 4 + 4 + 4 + 4 = _____

5 + 5 + 5 + 5 = _____

Write two addition sentences.



_____

_____

_____

_____

Solve the story problems.

Paul ate 2 hamburgers.
Seth ate 2 hamburgers.
Maria ate 2 hamburgers.
How many
hamburgers in all? _____

Alan has 3 glasses of milk a day.
Ellen has 3 glasses of milk a day.
Helen has 3 glasses of milk a day.
Stan has 3 glasses of milk a day.
How many glasses in all? _____

PURPOSE: Readiness for multiplication.

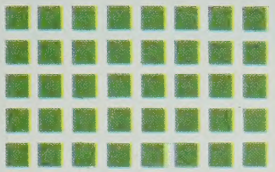
name _____

Fill in the blanks.

How many high? _____

How many wide? _____

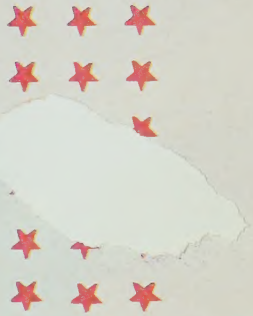
How many in all? _____



How many high? _____

How many wide? _____

How many in all? _____



How many high? _____

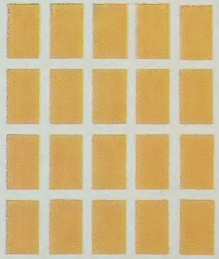
How many wide? _____

How many in all? _____

How many high? _____

How many wide? _____

How many in all? _____



How many high? _____

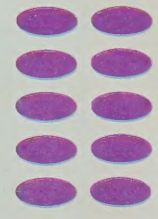
How many wide? _____

How many in all? _____

How many high? _____

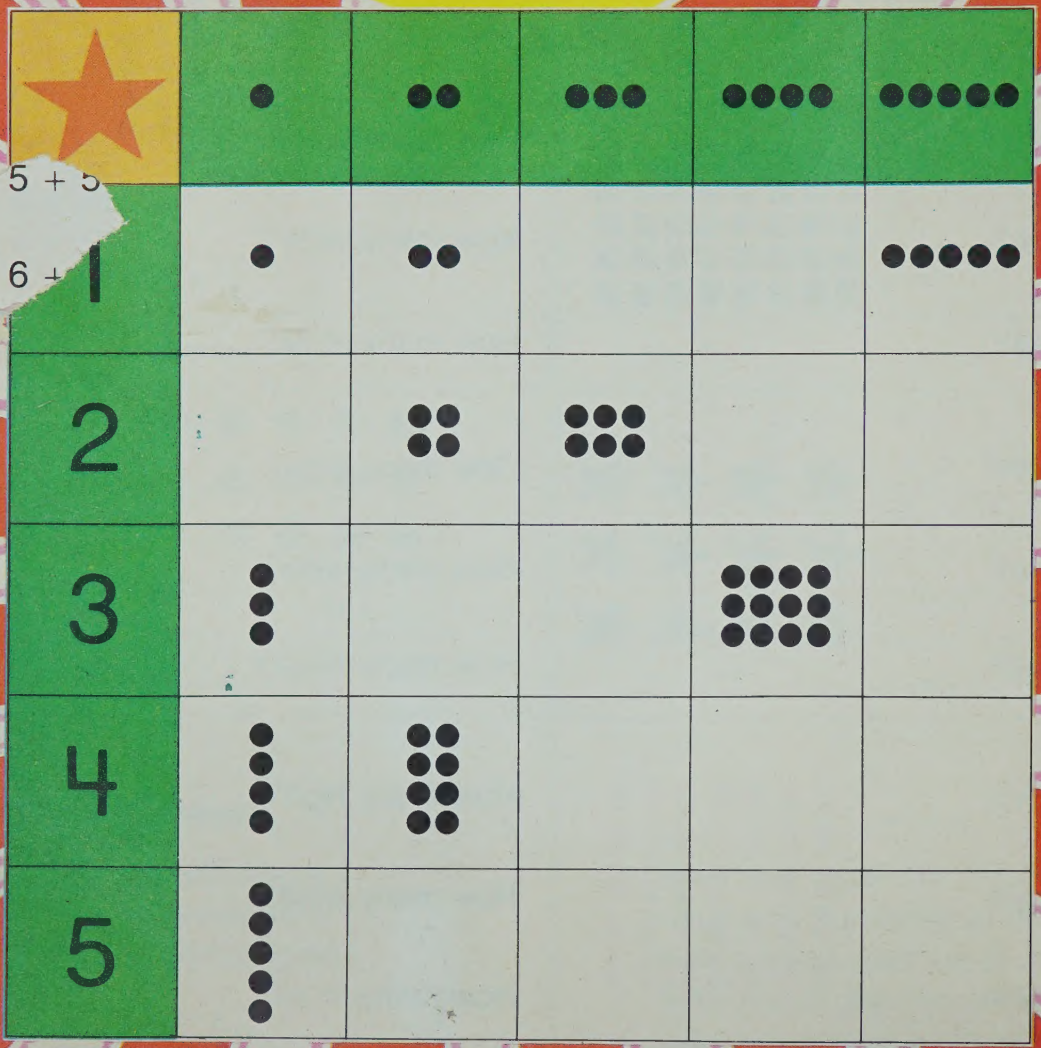
How many wide? _____

How many in all? _____



PURPOSE: Readiness for multiplication.

Complete the table



PURPOSE: Readiness for multiplication.

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